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ABSTRACT

Includes reports and evaluations of the full-day kindergarten pilot program implemented in Hamilton Township, Hamilton Square, New Jersey in the 1982-83 school year and continued in 1983-84. Consisting mainly of 12 appendices, the 1982 interim report concerns program planning, curriculum development, legal issues, site visits, publicity, foci of research efforts, pre-kindergarten screening, committee meetings, and a teacher workshop. The 1983 interim evaluation reproduces the 1982 interim report; includes minutes of additional committee meetings; a description of the program evaluation including questionnaires for parents, aides, and professional staff; as well as findings, conclusions, and recommendations. The 1983 full-scale evaluation reviews background, achievement, behavioral, attendance, and attitudinal data; logs of unusual occurrences; and formative evaluation activities. Findings showed that in comparison with children attending half-day programs, children in full-day kindergarten displayed better socioemotional development, received higher grades on report cards, and scored higher on standardized tests. Comments from parents, staff, teachers, and resource specialists are appended. The 1984 second interim evaluation reproduced and extended the full-scale evaluation with information about first graders who had been involved in the pilot program. Compared with first grade students who had attended half-day kindergarten, those who experienced the full-day program showed significantly higher achievement in all academic subject areas.

(RH)

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FULL-DAY KINDERGARTEN PILOT PROGRAM

1. Interim Report - 2/10/82
2. Interim Evaluation - 3/14/83
3. Full Scale Evaluation - 11/83

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Interim Report
of the
Full Day Kindergarten Pilot Program Committee

February 10, 1982

Introduction

In the Spring of 1981 the Hamilton Township Board of Education charged Mr. Callahan, then Director of Elementary Education, with the task of researching a full day kindergarten pilot program. His research summary concluded with a list of recommendations for implementation during 1982-1983. (See Appendix A.)

In October, 1982 the newly appointed Director of Elementary Education, Dr. Virginia Gittelman, continued this task. The committee listed below was formed, met, and here-in submit this interim report:

Virginia Gittelman	chairperson
Rose Alito	principal/Lalor
Ruth Carver	K teacher/Yardville Heights
Diane Drangula	curriculum generalist
Allan Garvie	principal/Klockner
Carol Kish	helping teacher/State & Fed. Programs
Esther Multop	K teacher/Morgan
William Paul	testing/evaluation specialist
Richard Radice	principal/Morgan
George Scott	child study specialist
Roseann Szilvasi	K teacher/Kuser
Anita Usmiani	curriculum assistant/reading

Program Design and Evaluation

At their first meeting the committee agreed that they should recommend a full day kindergarten pilot program to the Superintendent only if they were convinced of its educational value. The committee recognized the desire of some people in our community for an extended program to address the convenience of working parents, but all members agreed that they could not recommend the expenditure of additional funds for a full day kindergarten if it were to be only custodial in nature. The committee agreed that the role of the schools should not be one of providing a "babysitting" service.

Next the committee agreed to address certain questions and objectives according to a short time line. (See Appendix B.)

Initial discussions also focused on the obvious differences between the kindergarten students of today and their peers of only a decade ago. The committee attributed the greater sophistication of today's entering students to the combined effects of viewing such television shows as "Sesame Street" and "The Electric Company", increased pre-school experiences in nurseries, Head Start, etc., and parents' emphasis on the importance of "an early start".

In short, the committee recognized that most kindergarten students in the 1980's seem more ready for school.

Children who enter kindergarten today are different than those who entered a decade ago. Children between the ages of 3 and 5 years enrolled in pre-school programs rose from 29.4% in 1966 to 49.2% in 1976 (Gallo-day and Noell 1978). Of the present kindergarten class (1980) attending Hamilton Township Schools 42% of the children have attended a pre-school program and this appears to escalate each year.

_____first paragraph of Mr. Callahan's Research Summary

Through Mr. Callahan's Research Summary, the committee also recognized the promising results of and lack of problems associated with full day kindergarten programs where they had been studied. Students from both educationally advantaged and disadvantaged backgrounds did better in a full day program and continued their progress through the first grade. No physical or psychological problems were apparent among those enrolled in a full day program. Actually the committee believes Dr. Thomas K. Minter, Deputy Chancellor for Instruction in New York City public schools. "Increased hours of instruction at the pre-school level help stimulate a child's interest in learning at an age when positive impact may be lifelong". (See Appendix C.)

Mrs. Carver and Mrs. Multop explained that our curriculum had changed in response to the differences in today's students, but the time allotted to address the expanded curriculum had not changed. She outlined the basic components of our kindergarten curriculum. (See Appendix D.)

Additionally Mrs. Carver noted that additional skills have been added with each revision of our various courses of study. (Dr. Young has confirmed that there are 406 objectives/skills in the kindergarten curriculum of reading, language arts, mathematics, social studies, science, health and physical education.) Mrs. Alito suggested the possible need for the inclusion of some additional skills. (See Appendix E.)

Mrs. Multop noted that during the past decade we have also reserved time for specialists in art, music, library science and physical education to interact with the kindergarten students. Such special instruction, however, has further reduced the kindergarten teacher's time on task with the basic curriculum. In fact she explained how much material must now be covered in every kindergarten class with only eight hours and twenty five minutes of time each week. (See Appendix F.)

The committee's final curriculum recommendation is to add no additional academic requirements to the present kindergarten curriculum, since all believe that ours is more than ample and already better than any other seen. The committee does, however, underscore again the need for additional time to implement our present curriculum and also to provide the students for important socialization experiences appropriate for this age group.

Dr. Radice researched the State laws, Board Policy and teachers' contract for possible restrictions to any kindergarten design (See Appendix G.) He also reported on possible new revisions to the State Administrative Code regulating kindergarten classes.

Visitations to other school districts were accomplished to glean as great a variety of ideas as possible. Those visitations prompted further discussion. (See Appendix H.)

The committee recognized the lack of any real, additional instructional time in an "extended day" program that added only lunch and rest. Further the committee recognized logistical problems of administering a progressive schedule from extended to full day sometime during the year at the teacher's discretion, as seen in the Princeton public school. The committee recommends a full day program (9:00 A.M.-3:30 P.M.) from September through June.

The Dale Avenue program presently in the kindergarten and first grade at Kuser and Wilson Schools was explained by Mrs. Szilvasi. Although the committee believes that such a program is compatible with a full day pilot program, it is not recommended as a requirement. (See Appendix I.)

The committee does, however, recommend the use of an aide to provide the full day kindergarten teacher with a duty free lunch period and preparation time as well as proper supervision

of the kindergarten students at lunch, play, and rest times. The committee believes that because of the very nature of the five year old student, the kindergarten class should be isolated as much as possible from the rest of the school during the busy noon time of day.

The committee members believe that lunch-time concerns require additional budgetary considerations. In addition to at least one 2-2½ hour aide for each pilot class, they recommend that funds be budgeted for some carpeting or mats (to accommodate rest periods). The committee also recommends that special, compartmentalized trays be considered for the kindergarten students to carry and eat their food more easily, and that money be available for any unanticipated need for supplemental curriculum materials as well as some miscellaneous costs of the evaluation.

No sites have been recommended yet for the location of the full day kindergarten pilot program. The committee recommends, however, that four full day classes be paired with four half day classes at different schools throughout the district. The selected school sites should represent different socio-economic groups in the community. Further during the site selection process the committee recommends consideration of parents' expressed interest in the pilot program or lack of the same. Because the committee believes that such interest is best expressed during the kindergarten pre-registration, no final site selection is possible before the end of February, 1982. The recommendation will also be based on such other information as the number of registrants, teacher and principal interest, and space availability in the elementary schools. (See Appendix J.)

No change in age eligibility is recommended because of the committee's recommendation that schools with an experimental pilot class be paired with control classes for purpose of evaluation. The only desired variable is additional time.

In order to design an evaluation of the full time kindergarten pilot, the Testing/Evaluation Specialist first reviewed the research literature gathered by Mr. Robert Callahan. Dr. William Paul then chaired a subcommittee of Carol Kish and Allan Garvie to review the areas that should be studied as part of an evaluation. Four areas of investigation were initially identified (i.e., achievement/ability/readiness; attitudinal measures; attendance; behavior records).

The subcommittee on evaluation then asked the full committee to address two areas. The full committee agreed that the current pre-screening devise used at Kindergarten pre-registration could be used for the pilot. The full committee rejected the idea of using the California Achievement Test (CAT) as both a pre- and post-test for the pilot, because the committee members believe that such testing would be overwhelming for five year old students' initial school days and not worth the effort of complicated administration at the end of the school year.

The subcommittee finally recommends that the evaluation of achievement/ability/readiness ares should consist of a task observation assessment. The attitudinal area should consist of parent questionnaires. Students' attendance and behavior records should also be examined. (The area of academic aptitude should not be tested until the normal schedule for its administration in grade one. The committee does not want to "overttest" kindergarten students.)

A pre-school registration parent questionnaire will be used with a task observation assessment and the three attitudinal questionnaires (for parents and teachers) that are now in the developmental stages. The full committee is currently reviewing a first draft of the attitudinal questionnaires. The committee expects that these instruments will be finalized for distribution before September, 1982. (See Appendix K.)

The following outline can serve as a summary of the committee's total proposal for a full day kindergarten pilot program.

Outline
of
Program and Evaluation Designs
for the
Full Day Kindergarten Pilot Program

6.

Outcomes Sought from Pilot Program

1. More instructional time for kindergarten classes.
2. Children who have demonstrated growth.
3. Evaluation data (about children, program, and community attitudes toward program).

Process Goals of Pilot Program

1. Facilitate full implementation of present kindergarten curriculum without undue pressure on child and teacher.
2. Challenge each child to individual potential.
3. Assess students' kindergarten readiness and progress.

Curriculum - no change (Available for review in the offices of Dr. Young and Dr. Gittelman)

Length of Pilot

- 6½ Hours Daily (9:00 A.M.-3:30 P.M.)
Instructional Time - minimum 4 hours
Snack/Rest/Play Time - maximum 2 hours
Duration - 1 to 3 years with evaluation

Budgetary Considerations

- 4 full day classes of comparable size to half day classes
Staff - each with one full time teacher and at least one 2-2½ hr. aide

Miscellaneous - carpeting/mats to accommodate rest periods; materials for evaluation; possibly and if necessary special lunch trays/additional curriculum materials.

Location

Sites to be determined after pre-school registration-- based on representation of the different geographic and socio-economic areas of the community, interest of teachers and principals, and space availability in the schools.

Evaluation Design

1. Present pre-screening device
2. Surveys for parents and teachers
3. Task observation assessment record (see below for sample of same)

Skill	Sept/Oct	Dec	Mar	May
1	X			
2	X			
3		X		
.	X			
.	X			
.			X	
29		X		
30		X		
31				X
.	X			
.		X		
.				
50				

4. Students' attendance and behavior records.

APPENDICES

Appendix A

Board to research full day kindergarten program

Research summary conducted during 1980-81 by Mr. Robert Callahan

Appendix B

Questions to be addressed by the full day kindergarten committee

Objectives of the full day kindergarten committee

Timeline for the full day kindergarten committee

Appendix C

Articles of professional literature considered by the committee during 1981-1982

"The Need for Full-Day Kindergarten" - Nancy K. Naron

"All Day, Every-Day, Kindergarten" - Dr. Guy Barbato and Vernell Wright

"Kindergarten Finally Becoming Universal" - Carey Adina Sassower

Appendix D

Mrs. Carver's outline of the kindergarten curriculum

Mrs. Multop's interpretation of the kindergarten handbook and curriculum guides

Appendix E

Mrs. Carver's outline of the additions to the kindergarten curriculum since 1971

Mrs. Alito's outline of suggestions for additions to the kindergarten curriculum

Appendix F

Mrs. Multop's outline of time use in kindergarten classes

Appendix G

Dr. Radice's review of/citations from possible applicable sections of State Law

Interact article on possible revisions to State Administrative Code

Board Policy on kindergarten admission

Dr. Radice's review of/citations from possible applicable sections of agreement between the HTEA and the Hamilton Township Board of Education

Appendices - continued

Appendix H

Visitation reports of various kindergarten programs

Lawrence Township - Benjamin Franklin School

Pemberton Township - Browns Mills School #1

Princeton Regional Schools - Little Brook School

Princeton - Stuart Country Day School

Trenton Diocese - St. Gregory the Great School

Washington Township - Sharon School

Union Township

Appendix I

Mrs. Szilvasi's explanation of the Dale Avenue program

Appendix J

Press release of pre-school registration dates

Pre-school registration parent questionnaire

Memorandum #ME-21 surveying teacher and principal interest
in and space availability for full day kindergarten pilot
program

Tentatively possible sites for full day kindergarten pilot
program during 1982-1983

Appendix K

Dr. Paul's proposed areas of study for the full day
kindergarten pilot

Pre-kindergarten screening test

Appendix L

Minutes of committee meetings and kindergarten teacher
workshop

October 16, 1981

November 18, 1981

December 17, 1981

January 6, 1982

January 21, 1982

February 2, 1982

These minutes have not been formally approved and are subject to change or modification by the public body at its next meeting.

Budget Workshop Session
March 2, 1981

The Hamilton Township Board of Education met in Budget Workshop Session Monday, March 2, 1981, at 7:30 P.M. in the Hamilton Square Administration Building, 90 Park Avenue, Hamilton Square, New Jersey 08690. The president declared the meeting recess immediately due to the lack of a quorum. Those present were Mrs. Carol M. Francis, Mr. John C. Lauricella, and Mr. Richard Stenhagen, presiding. Mr. H. Roy Breth, Mr. Anthony Cimino and Mr. John Norton arrived at 7:35 P.M. Mrs. Carmela DeMarco arrived at 8:40 P.M. Mr. Herbert Griffiths and Mr. James Stevenson were absent. The meeting reconvened at 7:35 P.M. Also present were Mr. Albert DeMartin, Jr., Superintendent of Schools; Mr. Louis E. Triverio, Assistant Superintendent for Business Services/Secretary; Dr. Carlisle H. Kramer, Assistant Superintendent for Instructional Services; Mr. Thomas Fitzpatrick, Director of Personnel; and Mr. William Asterino, Comptroller/Assistant Secretary. Also present were Mr. Robert Callahan, Director of Elementary Education; Mr. Charles McCall, Director of Secondary Education; Mr. Lawrence Poinsett, Coordinator of State and Federal Programs; Dr. Wayne Newland, Coordinator of Special Services; Mr. George Scott, Child Study Specialist; Dr. Virginia Gittelman, Acting Administrative Assistant to the Superintendent; Mr. John Enser, Personnel Specialist/Affirmative Action Officer; and Mr. Henry Gill, Attorney.

Notice of this meeting was given to all Board members in a meeting notice dated February 20, 1981.

Furthermore, on that date, a copy of such notice was sent to the Trentonian, Trenton Times, Mercer Messenger, and the Clerk of the Township of Hamilton. It was also posted on the bulletin board at the entrance to the Board Room in the Hamilton Square Administration Building.

This meeting was recorded on Cassette Tape C-34.

On motion of Mr. Breth and seconded by Mr. Cimino
That the meeting recess to Executive Session. 7:36 P.M.
Motion Carried.

The Board met in Executive Session from 7:37 P.M. to 8:30 P.M.
This meeting was recorded on Cassette Tape C-34.

Mrs. DeMarco arrived at this time.

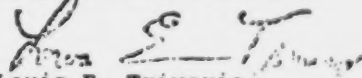
The meeting reconvened at 8:40 P.M.

On motion of Mr. Breth and seconded by Mr. Cimino
That the superintendent be directed to research a full day
Kindergarten and make a recommendation to the Board.
Motion Carried.

The Board adjourned to Executive Session 9:33 P.M.

The Board met in Executive Session from 9:34 P.M. to 10:20 P.M.
This meeting was recorded on Cassette Tape C-34.

Respectfully submitted,


Louis E. Triverio
Assistant Superintendent for
Business Services/Secretary

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLSDEPARTMENT OF ELEMENTARY EDUCATIONResearch Summary - Pupil Consideration

Children who enter kindergarten today are different than those who entered a decade ago. Children between the ages of 3 and 5 years enrolled in pre-school programs rose from 29.4% in 1966 to 49.2% in 1976 (Galloday and Noell 1978). Of the present kindergarten class attending Hamilton Township Schools 42% of the children have attended a pre-school program and this appears to escalate each year.

The past function of the kindergarten, to provide children with their first school experience, now appears to be the role of the pre-school program. As a result, kindergarten must assume a more demanding function.

This new function requires a revamped curriculum, more instructional time and better instructional tools. One way to fulfill this function is to implement a carefully constructed full-day kindergarten program (Naron 1981).

Very little experimental research bears directly on expanding and restructuring the kindergarten program. Although only 1300 districts of the 9766 districts in the United States or 13% offer a full-day program and 87% continue to offer half-day programs, several studies have been undertaken to compare the results of a half-day program vs. a full-day kindergarten program.

(Winter and Klein 1970) studied two groups of children, half-day program and extended program. The children through standardized test were further subdivided into two sub groups, educationally disadvantaged and educationally advantaged. Results indicated that the educationally disadvantaged children having a full-day program performed significantly better on the Metropolitan Readiness Test, Lee-Clark and Stanford Achievement Tests than the half-day children.

Although the educationally advantaged children in a full-day program did not perform significantly better than the half-day children on the same measures described above, they did display exceptional growth in reading and math readiness as compared to the half-day group.

Follow-up studies at the end of first grade confirmed the findings and indicated continued significant progress of the full-day group compared to the half-day group. (Humphrey - 1980) compared 200 kindergarten children in a full-day program with a like number of children in a half-day program. Results from the California Achievement Test indicated significantly higher scores for the full-day program participants. Follow-up studies at the end of first grade confirmed the findings and indicated continued significant growth in reading on the part of the full-day group.

Two studies (Johnson 1974 and Hatcher 1979) found no significant differences in children attending a full-day program vs. those attending a half-day program.

However, in both cases there were no curriculum changes implemented in the full-day program. The programs were simply half-day programs stretched over a full-day with added play time, rest periods and lunch. It is not surprising that extended "babysitting" times does not affect a child's achievement. It's the way the time is used that is important. (Naron 1981).

Aside from achievement, the areas of physical and psychological adaptability were studied (Winter and Klein 1970) and no signs of fatigue, frustration or lack of interest in school were apparent in children enrolled in a full-day program.

(Humphrey 1980) found no difference in pupil absenteeism between children of full-day vs. half-day programs. Further it was found

that the full-day children in this study far exceeded the results in the Winter and Klein study and had very positive feelings about school as compared to children in a half-day program.

Five year olds today are not as young as they used to be. Many have attended pre-school programs, many of which are full-day programs. To enroll children with such experiences in a half-day kindergarten program is to take at least one step backward (Naron 1981).

Robert Gilstrop, executive secretary of the American Association of Elementary-Kindergarten-Nursery Educators indicates that the trend is toward full-day kindergarten programs and for good reason. In an article in the Elementary Curriculum Letter he states that children pass through prime period of mental development between the third and fifth years of life and that "by the age of six years, the child has developed as much as two-thirds of the intelligence he will have at maturity".

Research Summary - Parent Considerations

Parents may oppose an extended kindergarten program for fear that the school will replace the home (Hess 1978). In reality, the experimental full-day programs emphasize the importance of parental involvement. Studies by (Winter and Klein 1970) and (Alper and Wright 1979), which showed significant gains by children in a full-day program involved parents extensively in the instructional process.

Parents often prefer a full-day program in kindergarten for reasons of convenience, children's transportation, babysitting and parents daily routine. (Naron 1981)

Studies by (Ross 1976) and (Harris 1979) indicated an overwhelming preference of a full-day kindergarten program by kindergarten teachers. It was found that for a teacher to meet the needs and interests of two groups of children in a single day is mentally and physically exhausting. A full-day program would allow a teacher to individualize instruction rather than create overcrowded groups in a shorter span of time. (Mouw 1976)

A survey of (17) seventeen kindergarten teachers in Hamilton Township indicates that 53.3% of the teachers favor a full-day program, 26.7% favor the present half-day program and 20% have mixed reactions.

Of the (17) seventeen elementary administrators, 76.5% favor a full-day program, 17.6% favor the present half-day program and 5.9% have mixed reactions.

Comments from individuals supporting a full-day program are as follows:

- * the kindergarten program has become more formal and structured over the past few years.
- * the addition of resource subjects in the kindergarten program (Art, Music, Library, Title I, etc.) severely limits the teacher in a 2½ hour program.
- * a large number of children entering kindergarten have had a previous formal program and in some cases a full-day experience.
- * many parents have expressed an interest and need for a full-day kindergarten program.
- * children coming to kindergarten, even those without previous pre-school experience, are much further advanced academically due to the impact of TV.
- * the areas of reading readiness, math readiness, communication skills and motor development require more attention than can be devoted in a half-day program.

- * would allow us to maximize the use of our schools in light of declining enrollment.
- * would prevent the flight of many pupils to the private schools who currently offer a full-day program.
- * would provide a more valid and accurate grouping measurement for first grade.
- * would result in a cost savings because the extra bus run in the middle of the school day would be eliminated.
- * full-day pupils could take advantage of all the school facilities, be involved in assembly programs, field trips and other special events that they are now denied due to the half-day schedule.
- * teaching positions normally lost due to declining enrollment could be maintained.
- * would eliminate the problem we currently have with a 2½ hour schedule on one session days.

Comments from individuals who are not in favor of a full-day kindergarten program are as follows:

- * many pupils, especially the younger children, are not ready, physically, mentally, emotionally or socially for a full-day program.
- * some schools may not be able to support another class without sacrificing space currently being utilized for another program.
- * community reaction could be mixed and cause turmoil among parents.
- * supervising the children in all-day program could be a problem especially on the playground and in the cafeteria.
- * provisions would be necessary to accommodate children who require rest periods.
- * in light of budget restrictions and higher costs, other educational programs with a higher priority may be sacrificed in the future if we enter into full-day program.

- * would require a full evaluation of the present kindergarten curriculum which in turn will trigger reviews and changes in the entire K-5 program which have just recently undergone revision.
- * the short attention span, need for daily rest periods and more frequent eating times, especially with the younger pupils does not really add that much academic time above the current structure.
- * not only would the kindergarten program have to be evaluated, upgraded and adjusted, but additional furniture, supplies and equipment appropriate to kindergarten age children would have to be provided.
- * are there competent and qualified early childhood teachers available to fill the available positions within the teaching ranks normally lost due to declining enrollment or reorganization?

Conclusions/Recommendations

A review of literature as well as opinions of present staff coupled with successful extended day programs in two Mercer County school districts seem to indicate that the Hamilton Township School District should proceed with plans toward the implementation of a full-day kindergarten program with the following qualifiers:

1. That a pilot program precede the implementation of a full scale program.
2. That a committee of administrators, teachers, curriculum staff and testing specialist be established to study the full-day kindergarten program, including visitations, and make recommendations as to necessary curriculum, program structure, schedule, program evaluation, staffing and logistical changes. This study should take place during the 1981-82 school year for a pilot program implementation in September 1982.

3. That pilot schools be selected after plans have been completed and approved relative to any school attendance zone adjustments recommended by the Declining Enrollment Committee.
4. That plans be made to budget the necessary funds needed to staff, supply and equip the pilot schools during the normal budget cycle for 1982-83.
5. That consideration be given to moving the kindergarten enrollment cut-off age from November 30 to September 1, so as to avoid the very young group of children who appear to have severe problems adjusting to the physical, social and psychological rigors of a full-day program. The full-day program would include only five year old children.
6. Conduct a survey of the parents of the 1981-82 kindergarten class during one of the conference weeks.
7. Conduct a similar survey of grade 1-5 parents.
8. During the February pre-kindergarten registration period survey the parents of 1982 incoming kindergarten pupils.
9. Have the testing specialist work with a committee to develop, pre-test, post-test and follow-up test instruments to be utilized in measuring the effectiveness of a full-day (experimental) vs. a half-day (control) program.

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Contacts/Visitations

Ms. Zana Early - EIC Central
U.S. #1
Princeton, New Jersey

Mr. Lawrence Ksanznak
Asst. Supt. of Schools
Lawrence Township, New Jersey

Mr. Richard Graja
Principal - Benjamin Franklin Elementary School
Lawrence Township, New Jersey

Mr. Eugene Biringer
Principal - Riverside Elementary Schools
Princeton Regional Schools
Princeton, New Jersey

Dr. Yates
Early Childhood Dept.
Trenton State College
Trenton, New Jersey

Ms. Tynette Hills
Early Childhood/Elementary School Programs Dept.
New Jersey State Dept. of Education
Trenton, New Jersey

Mr. Jack Humphrey
Evansville-Vanderburg School Corp.
Evansville, Ind. 47708

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

Questions to be Addressed by the Full-Day Kindergarten Committee

1. Why would we want full time kindergarten program?
 - a. to provide more time for our present curriculum
 - b. to supplement our present curriculum
 - c. both of the above
2. How should a full day kindergarten program be structured?
 - a. schedule
 - b. staff
 - c. students
3. What are other districts doing in their kindergarten programs?
4. What needs to be considered in any evaluation of program effectiveness?
 - a. pre/post-testing of students
 - b. age variables
 - c. pre-school experiences
 - d. students'/parents' attitude toward school
 - e. students' success in grade 1
5. What additional supplies and equipment should be ordered for a pilot class?

Others

VG/mwv

Enclosures

cc: Mr. DeMartin
Mr. Triverio
Mr. Callahan
Mr. McCall
Mr. Fitzpatrick
Dr. Young

Dr. Newland
Mr. Poinsett

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS
October 16, 1981

DEPARTMENT OF ELEMENTARY EDUCATION

OBJECTIVE - Submit to the superintendent for the Board's consideration a proposal for a Full-Day Kindergarten Program to be piloted in 1982-83

1. Design the curriculum for a full-day kindergarten pilot program.
 - a. Describe the present half-day kindergarten program in Hamilton Township.
 - b. Describe half and full-day kindergarten programs in surrounding districts (making visitations as necessary).
 - c. Establish objectives for the additional time available in a full day kindergarten program.
 - d. Prepare an estimated budget for implementation of the pilot program.
2. Design an evaluation of a full-day kindergarten pilot program.
 - a. Decide upon components of the evaluation (what points will be considered in comparing the full-day pilot program with the half-day program in Hamilton Township - e.g. age variables, achievement differences, etc.)
 - b. Establish a time-line for evaluation of the pilot.

VG/mwv

TIMELINE

- Oct., 1981 - Establish Committee and its Direction
- Nov., 1981 - Review Achievement of Process Objectives
- Dec., 1981 - Write First Draft of Proposal
- Jan., 1982 - Review and Finalize Proposal
- Feb. 1, 1982 - Submit Written Proposal to the Superintendent
- March 1982 - Targeted Schools Begin Preparations for Pilot
- Sept., 1982 - Implementation of Pilot Program

Seven pages of original document contain copyrighted material, and therefore, not available for ERIC reproduction. These pages have been removed from this document. Pages deleted are:

"The Need for Full-Day Kindergarten," Nancy K. Naron. Educational Leadership; Jan. 1981, p.306-309.

"All Day, Every-Day, Kindergarten," Guy Barbato and Vernell Wright. (No journal information available.

"Kindergartens Finally Becoming Universal," Carey Adina Sassower. New York Times; January 10, 1982 (Section 13).

The Kindergarten Curriculum of the Early Seventies
Hamilton Township School System

Teachers of Kindergarten in the Hamilton Township Schools followed the objectives given in the Kindergarten Resource Book, distributed in September, 1971. Kindergarten science and social study curriculum guides were issued in the late sixties. The skills and units of study to be taught were as follows:

I. Reading Readiness

- A. Print name in manuscript form
- B. 8 basic colors
- C. Color words
- D. Likenesses and differences
- E. Classification
- F. Missing Parts
- G. Left and right recognition
- H. Left and right progression
- I. Position concept
- J. Story sequence
- K. Letter recognition (upper and lower case as pupils show awareness)
- L. Rhyming words
- M. Beginning sounds
- N. Booklets and charts about class trips and experiences

II. Math Skills - considerable stress on concept

- A. Write numbers 0-10
- B. Concept of numbers 0-10
- C. Count to at least 20 and up to 100
- D. Ordinal counting
- E. 1 to 1 matching
- F. Recognition of sets 2, 3, 4, 5
- G. Concept of more or fewer
- H. Recognition of shapes
- I. Recognition of pennies, nickels, dimes
- J. Calendar study
- K. Sizes - terms and comparisons

*Verbal Problems
Counting further
Writing numbers*

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- L. Telephone numbers, addresses and birthdays
- M. Clock - telling time to hour; time we arrive; time we leave
- N. Problem solving in every day experiences in the classroom

III. Social Studies Units

- A. School
- B. Home and Family
- C. Policeman
- D. Fireman
- E. Thanksgiving
- F. Christmas and Hanukkah
- G. Toys
- H. Postman
- I. Valentin's Day
- J. Easter
- K. Pets
- L. Circus

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IV. Science Units

- A. What are animals?
- B. What are plants?
- C. Why do we need water?
- D. How do we use electricity?
- E. How do machines help us?
- F. How are sounds different?
- G. What are magnets?
- H. How do changes in the weather affect us?
- I. What is in the sky?

V. Health Units

- A. Safety
- B. Weight and height
- C. Healthy body
- D. How we move about
- E. Weather - How do we dress for the weather?
- F. Coughs and sneezes - How do we take care of ourselves?
- G. Dentist

- H. Doctor
- I. Importance of washing hands
- J. Foods
- K. Family life
- L. Sleep
- M. Supplemental unit - Drugs

The physical development of the child was recognized as a basic part of his readiness. Large play equipment was recommended and outdoor activities emphasized. The art program also contributed to the development of fine and gross motor skills. It provided experiences for the child to express his feelings creatively and for the teacher to learn more about the child.

Music and literature, in all forms, were correlated to the units of study.

The kindergarten curriculum today has been broadened in all areas. Children enroll with one or two years of nursery school experience. Children in the Head Start Program may have attended one or two years of full-time school. Educational TV programs have influenced their education. During the last ten years resource teachers were introduced in the curriculum. Today we have music, art and physical education resource teachers. The children participate weekly in the lending library and receive library instruction periodically. They also participate in the guidance program monthly. In addition to these experiences, some children are released for compensatory education or Title I and speech therapy, leaving instructional time greatly reduced.

Ruth M. Carver
Kindergarten Teacher
Yardville Heights

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DEC 4 1981

HAMILTON TOWNSHIP SCHOOLS
MORGAN SCHOOL
OFFICE OF THE PRINCIPAL

MEMO TO: DR. VIRGINIA GITTELMAN
FROM: ESTHER L. MULTOP, KINDERGARTEN TEACHER
RE: KINDERGARTEN RESOURCE HANDBOOK
DATE: DECEMBER 4, 1981

I have reviewed the Kindergarten Handbook, September, 1971 revision, and found it quite inclusive. The only area that I felt could be changed or expanded is Reading Readiness. It could include suggestions for taking the children into the actual reading process if the class or individual children have mastered the readiness and are capable of going beyond that point.

The Kindergarten Handbook should also be used with our Curriculum Guides most of which have been revised recently and are applicable in all areas of work.

NOV 30 1981

November 30, 1981

To: Dr. V. Gittleman

Re: Current Kindergarten curriculum

Dear Dr. Gittleman

Additions to the kindergarten curriculum following the latest reading, math, science, and social studies skills arrays are as follows:

I. Reading readiness

- A. Gross and fine motor skills were clearly defined and those that should be mastered in kindergarten identified.
- B. Each child should know his name, address, and telephone number.
- C. Recognition of capital and lower case letters.
- D. Identify initial and final consonants.
- E. Identify common sounds.
- F. Repeat a clapping or drumming pattern.

II. Math Skills

- A. Recognition of sets to 10.
- B. Join sets up to a sum of 10 using manipulatives.
- C. Recognition of diamond and oval in addition to circle, square, triangle, and rectangle.
- D. Placement terms.
- E. Identify patterns with pictures.
- F. Use vocabulary of addition and recognize the symbols + (plus) and = (equal)
- G. Use vocabulary of whole and half.
- H. Recognize penny or cent, nickel, dime.

There were no significant changes in the science and social studies curriculum.

Ruth Carver
Yardville Heights Kindergarten

1331

HAMILTON TOWNSHIP PUBLIC SCHOOLS
OFFICE OF THE PRINCIPAL
LALOR SCHOOL

MEMO TO: Dr. Gittelman
FROM: Rose F. Alito *R.F.A.*
RE: Kindergarten Committee - Curriculum
DATE: November 20, 1981

I would add to Ruth Carver's list the following

<u>Reading:</u>	Reading Skills Array	
	Pages K-1 through K-10	
	3 Pre-primers to be read in Kindergarten	CHANGE
	Primer to be read by those ready	CHANGE
 <u>Math:</u>	 Math Skills Array	
	Pages K-1, K-2, K-3	
	Easy verbal problem solving	CHANGE
 <u>Writing:</u>	 Write first name	CHANGE
	Write second name for those ready	CHANGE
	Copy sentences from the board (Morning news)	CHANGE

Curriculum should be flexible so that children will be advanced so far as they are able to go, when and if they are ready. A minimum achievement should be aimed for with the understanding that there will be diviation in both directions.

Total hours in a full week, $12\frac{1}{2}$ hr
Total minutes in a full week, 750 min

Art

- 30 min.

Phys. Ed.

- 25 min.

Music

- 20 min.

Library

- 20 min. +

Total, 95 min. +

Snack, Rest, Play

150 min.

Total 245 min 4 hrs. 5 min

Time Remaining

8 hrs. - 25 min.

Areas to be covered :

1. Daily calendar and weather
2. Mathematics inc. workbooks
3. Reading Readiness inc. workbook
4. Social Studies
5. Science
6. Handwork - Perceptual puzzles, names printing, drawing, seasonal and holiday work, etc.
7. Stories
8. Songs Rhythms

11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

9. Show and Tell

10. Flag, America

* 11. Guidance

12. Free Play

Activities which also use time:

1. Milk money collection

2. Notes and notices

* 3. Collection of monies for pictures, P.T.A., etc.

4. Dressing and undressing especially in winter

* 5. Assembly programs

HAMILTON TOWNSHIP SCHOOLS
MORGAN SCHOOL
OFFICE OF THE PRINCIPAL

MEMO TO: DR. V. GITTELMAN
FROM: DR. R. RADICE
RE: KINDERGARTEN RULES AND REGULATIONS
DATE: NOVEMBER 10, 1981

I have reviewed the Board of Education Policy Manual and Title 18 regarding rules and regulations governing Kindergartens.

Board of Education Policy No. 501 details Hamilton Township's Admission Policy. The Title 18 references for this are 18A: 38-5, 38-6, 44-2.

I am attaching to this memo copies of the Board Policy and Title 18 references and an article from the November issue of Interact.

18A:43A-8. Employee to retain rights

Any such county or municipal employee, including members of the municipal police department, so assigned to serve with the children's bureau of a school district shall continue as an employee or member of, and be compensated by, the respective department or division from which he was assigned, and shall retain all his pension, tenure and other rights as an employee or member thereof.

Historical Note

Source: C. 18:14-122 (L.1938, c. 106, § 8).

Library References

| | |
|------------------------------|-------------------------------------|
| Schools and School Districts | C.J.S. Schools and School Districts |
| § 63(3). | § 119 et seq., 153. |

18A:43A-9. Extension of service to other districts; contract

Any board of education, which has established a children's bureau, and the board of education of any other school district may, pursuant to resolutions duly adopted, contract for the extension of the services of such bureau to such other district, upon such terms as may be determined upon between them and in any such case the bureau shall be operated for the benefit of both such school districts, pursuant to such contract.

Historical Note

Source: C. 18:14-123 (L.1938, c. 106, § 9).

Library References

| | |
|------------------------------|-------------------------------------|
| Schools and School Districts | C.J.S. Schools and School Districts |
| § 63(3), 79. | § 119 et seq., 153, 270 et seq. |

18A:43A-10. Empowers previously formed bureaus

Any children's bureau heretofore established in any school district and which has been and is performing any of the functions or services authorized by this chapter shall have all the powers conferred upon children's bureaus by this chapter in the same manner as though such bureau was established pursuant to this chapter.

Historical Note

Source: C. 18:14-124 (L.1938, c. 106, § 10).

PART 4. SPECIAL SCHOOLS, CLASSES AND FACILITIES**CHAPTER 44****NURSERY AND KINDERGARTEN SCHOOLS OR DEPARTMENTS****Sec.**

- 18A:44-1. Establishment of nursery schools or departments; eligibility for admission.
- 18A:44-2. Establishment of kindergarten; eligibility for admission.
- 18A:44-3. Nursery school and kindergarten school teachers; special certificates.
- 18A:44-4. Expenses; how paid.

18A:44-1. Establishment of nursery schools or departments; eligibility for admission

The board of education of any district may establish a nursery school or a nursery department in any school under its control, and shall admit to such nursery school or department any child who is under the age at which children are admitted to other schools or classes in such district.

Historical Note

Source: C. 18:15-3.1 (L.1943, c. 172, § 1).

Cross References

Child care centers, see § 18A:70-1 et seq.

Library References

| | |
|------------------------------|-------------------------------------|
| Schools and School Districts | C.J.S. Schools and School Districts |
| § 163. | § 13, 484. |

18A:44-2. Establishment of kindergarten; eligibility for admission

The board of education of any district may establish a kindergarten school or kindergarten department in any school under its control, and may admit to such kindergarten school or department any child over the age of four and under the age of five and shall admit to such kindergarten school or department any child over the age of five and under the age of six years who is a resident of the district.

Historical Note

Source: R.S. 18:15-1.
 Prior Laws: L.1003 (2d Sp.Sess.), c. 1, § 145, p. 57 [C.S. p. 4773, § 145], as
 am. by L.1031, c. 273, § 1, p. 682.

Library References

Schools and School Districts 132. C.J.S. Schools and School Districts
 § 13, 418.

18A:44-3. Nursery school and kindergarten school teachers; special certificates

Every teacher in a nursery school or department and every teacher in a kindergarten school or department shall hold an appropriate certificate, which shall be issued by the state board of examiners at the request of the board of education of the district in which such school or department is situate or by the board of examiners of the city in which he is teaching, if there is such a board.

Historical Note

Source: R.S. 18:15-2; C. 18:15-3.2 (L.1943, c. 172, § 2).
 Prior Laws: L.1003 (2d Sp.Sess.), c. 1, § 140, p. 57 [C.S. p. 4774, § 140].

Library References

Schools and School Districts 131. C.J.S. Schools and School Districts
 §§ 100, 161, 167.

18A:44-4. Expenses; how paid

The expenses of nursery schools or departments and of kindergarten schools or departments shall be paid out of any moneys available for the current expenses of the schools, and in the same manner and under the same restrictions as the expenses of other schools or departments are paid.

Historical Note

Source: R.S. 18:15-3; C. 18:15-3.3 (L.1947, c. 172, § 3).
 Prior Laws: L.1003 (2d Sp.Sess.), c. 1, § 147, p. 57 [C.S. p. 4774, § 147].

Library References

Schools and School Districts 87. C.J.S. Schools and School Districts
 § 318.

SECON

Sec.

18A:45-1. Establ
 sch

18A:45-1.

The board of consent of the schools including rules prescribed withhold or withhold its opinion the capita cost of miahment or contin

Source: R.S. 18:2-
 c. 230, § 1; L.1953, c.
 amended L.1947, c.
 Prior Laws: 18:2-
 am. by L.1033, c. 13
 c. 67, § 1, p. 117, L.11
 § 1, p. 87 [1924 Bu.
 18:15-3. L.1923, c. 6
 to L.1003 (2d Sp.Sess.)

Approval of school l
 duty to receive pupil
 General supervision
 10.

Tuition of pupils at

Schools and Schoo
 47.

BOARD ACTIONS

interest

Page 4 — November 1981

New rules for tots' schools?

School districts offering nursery school programs would be expected to meet minimum standards for class size, curriculum development, teacher certification and parental involvement, under regulations proposed by State Education Commissioner Fred G. Burke.

Burke last month also asked the State Board of education to revise portions of the Administrative Code which affect kindergarten classes.

Burke said nursery school standards are needed because the number of programs continue to grow, yet there are no specific standards.

"We need to set some standards, both for their (the schools) guidance and for the best interests of the children," said Burke.

Burke said the regulations governing kindergartens have not been revised since well before the introduction of the Thorough and Efficient education system in 1975.

Under the enrollment sections, the proposals for nursery schools set both maximum

enrollments for classes and teacher-student ratios based on the age of the students.

As an example, there can be no more than 15 3-year-olds in a class and there must be at least one adult for every seven students.

The proposal for nursery schools also includes provisions:

- Setting the school day at a minimum of two hours.
- Requiring teachers and school aides to be properly certified.
- Requiring school districts to integrate development of the nursery school curriculum into the district's overall curriculum plan.
- Stipulating that a program will be developed in consultation with parents and teachers.
- Providing for home-school communications that involves parents in the educational planning for their children.

At the kindergarten level, the most notable revision would reduce the maximum class size from 25 to 20

students.

The revisions also stipulate that when a kindergarten class is made up of 4-year-olds there shall be an additional teacher or classroom aide.

The kindergarten proposals also contain provisions:

- Setting the school day at a minimum of 2.5 hours.
- Establishing guidelines for teaching and learning activities.
- Integrating kindergarten curriculum into a district's overall curriculum.

Burke applauded the efforts of school districts that have elected to offer nursery school or kindergarten programs.

He said experimentation and research have shown that early educational programs are effective in promoting sustained achievement and motivation.

During the 1980-81 school year, there were 73,783 5-year-olds enrolled in 1,435 kindergarten programs. There were another 5,537 4-year-olds enrolled in 177 kindergarten programs.

The state board is expected to consider the proposals for initial approval this month.

Policy

No. 501

Board of Education Hamilton Township

STUDENTS

ADMISSION

A child is eligible for kindergarten if s/he attains the age of five on or before November 30th of the year in which s/he applies for entrance. No exceptions will be permitted. No child, other than those transferring from another public or private school kindergarten, will be accepted in kindergarten after October 1st.

A child is eligible for first grade provided s/he is at least six years of age on or before November 30th of the year in which s/he applies for entrance. If a child will be six years old after November 30th and has attended school in another district, the principal of the school which s/he will attend, will test the student for placement.

Each child who registers for entrance to school shall be required to exhibit his/her birth certificate or an equivalent document as proof of age and birthdate.

References: 18A:38-5, 38-6, 44-2

Date Adopted: 10/15/75

Date Revised: 7/16/80

page 1/1

HAMILTON TOWNSHIP SCHOOLS
MORGAN SCHOOL
OFFICE OF THE PRINCIPAL

DEC 4 1981

MEMO TO: DR. VIRGINIA GITTELMAN
FROM: DR. RICHARD RADICE
RE: TEACHER'S CONTRACT RE: ALL DAY KINDERGARTEN
DATE: DECEMBER 3, 1981

I have reviewed the agreement between the Board of Education and the H.T.E.A. regarding teaching hours and teaching load.

Article 6 and 7 are the two portions of the agreement which must be addressed in the possible change from the present kindergarten schedule to a full day kindergarten schedule.

The following excerpts are of importance when change is being considered:

Article 6: Teaching Hours and Teaching Load

6:1.1 A teacher is expected to devote to his/her work the time necessary to accomplish the task at hand. The Association agrees that a teacher's day is not necessarily coterminous with that of a pupil's. However, it shall be no less than that which is established for the pupils. The school day for teachers shall not exceed ... seven (7) hours and five (5) minutes for elementary school teachers.

6:2 Teachers shall normally have a daily duty free lunch period. If this period is less than thirty (30) minutes, then it must be at least equal to the student's lunch period.

6:3.2 Every elementary school teacher shall be entitled to a daily thirty (30) minute preparation period contiguous to his/her lunch period except on one-session days or when a teacher is assigned to the rotating duty of "teacher-in-charge" or when there is inclement weather and/or poor playground conditions prevail which do not permit children to go outside on the playground and in other cases of emergency.

Article 7 Class Size

7:1 It is recognized by the Board that pupil teacher ratio is an important aspect of an effective educational program. The Board agrees to continue its effort to keep class sizes at an acceptable number as dictated by the financial condition of the district, the building facilities available, the availability of qualified teachers, and the best interests of the district as deemed administratively feasible.

7:2 The Board recognizes the class size recommendations of the State Department of Education and shall take them into consideration in planning.

I am attaching copies of pages 10, 11, 12, 13 and 14 of the teachers agreement for your information.

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS
October 19, 1981

DEPARTMENT OF ELEMENTARY EDUCATION

VISITATION REPORT FORM
For
FULL-DAY KINDERGARTEN COMMITTEE

District Lawrence Township Observer 1. Carol Kish
School Benjamin Franklin 2. Virginia Gittelman
Teacher(s) Brennan, Dunn, Lyons 3. _____

1. Length of Day

4 hrs. 8:45 to 12:45 including 1/2 hr for lunch

2. Basic Curriculum (readiness, basic skills, social skills, snack, nap, bussing, etc.)

ESL, speech ✓
math - Holt (skills array)
readiness - Lippincott
categorical sound - Crane
Getting Ready to Learn
see handbook and report card
science, social studies and guidance units
no compensatory education

3. Special Curriculum Areas/Resource Teachers

library, art, music, physical education (20 minutes each)

4. Individualization of Instruction/Pull-out (speech, comp. ed., etc.)

heterogeneous students divided into 4 ability groups for rotated
activity for skills only
total group for social sciences
internal assessments - see booklet

5. Screening Variables (age, pre-school experience, etc.)

11/30 cut off - (teachers would prefer 9/1 cut off because of fine and gross motor skill development)
with special screening for a few early admissions
may begin to screen all students in Sept. for early child study and basic skill referrals (as we do presently)

6. Special Budgetary Considerations (supplies, equipment, p.p. cost)

none - unless you must fully equip another room and hire extra teacher(s)
savings in cost of bus at mid day can offset cost of teacher to some extent

7. Staffing/Class Size

1 teacher, 1 aide (trained by reading specialist) with 25 or less students
(1 section had 23 students
1 section had 24 students
1 section had 8 K students + 17 1st grade students)

Aides duties include: testing, monitor interaction, clerical work, Lippincott handwriting readiness, repeat assignments, re-schedule conferences on the phone, all emergencies, helps indivs

8. Impact on the Community (praises, complaints, feedback) with interruptions

community pressure resulted in pilot in 1 of 3 elementary schools
pilot resulted in present program at all 3 schools

9. District's Evaluation of the Program

ok - but studying possibilities of full day program
95% of community favors full day (most Kindergarteners go to PM tumbling, church nursery or other activities after school).
no difference in adjustment to first grade noted between those in 1/2 day and extended day kindergarten

10. Other

the summer before transition involved 3 paid days for kindergarten teachers
1 kindergarten teacher would prefer 4 hrs in Sept. with home visits in the P.M.
4 hrs in Nov. with testing and remediation in the P.M.
full day in Jan.

Please attach copies of any available brochures, curriculum guides, etc.

NOV 10 1981

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS
October 19, 1981

all K school

DEPARTMENT OF ELEMENTARY EDUCATION
VISITATION REPORT FORM
For
FULL-DAY KINDERGARTEN COMMITTEE

| | | | |
|-------------|--|-------------|--------------------------|
| District | <u>Pemberton Township</u> | Observer 1. | <u>Diane W. Drangula</u> |
| School | <u>Browns Mills School #1</u> <i>(Old Rd School House)</i> | 2. | <u>Ruth Carver</u> |
| Teacher (s) | <u>Mrs. Carol Cann</u>
<u>Mrs. Hann</u>
<u>Mrs. Clemmons</u> | 3. | <u>Allan Garvie</u> |

1. Length of Day

Two sessions 8:00 - 12:00; 12:00 - 4:00

First session teacher arrives at 7:40, leaves at 2:30; Second session teacher arrives at 9:20, leaves at 4:00.

2. Basic Curriculum (readiness, basic skills, social skills, snack, nap, bussing, etc.)

Lippincott Reading Readiness Program (shapes book, letter books, learning kit for gross motor skills)

D.C.Heath Math Program (1981) workbooks

Curriculum Guide (Skills Array) in math and reading being developed; drafts being used by classroom teachers.

3. Special Curriculum Areas Resource Teachers

Reading Specialist one-half day each week.

Music resource teacher about 20 minutes per week per class

4. Individualization of Instruction/Pull-Out (speech, comp.ed., etc.)

Speech Therapy

no comp ed

5. Screening Variables (age, pre-school experience, etc.)

The child must be 5 years of age by October 1. No pre-school screening.
Students heterogeneously grouped.

6. Special Budgetary Considerations (supplies, equipment, p.p. cost)

No information available

7. Staffing/Class Size

Average class size 30 pupils

No classroom aides

One aide provided services to building (dittos & art work)

8. Impact on the Community (praises, complaints, feedback)

Program has been in use for about 30 years.

9. District's Evaluation of the Program

No information available

10. Other

Teachers would rather have the full-day program which they had previously
In this program some students were placed in developmental program through
screening after enrollment.

11. Observers Opinion

A well organized program which placed major emphasis on basic skills development.

Students adjusted well to length of day.

Developmental skills work (motor, socialization) and content areas not evident.

There was no grouping for skills development. Classes were taught as a whole.

There was some team teaching during the overlap period.

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS
October 19, 1981

DEPARTMENT OF ELEMENTARY EDUCATION

VISITATION REPORT FORM
For

FULL-DAY KINDERGARTEN COMMITTEE

District Princeton Regional School Observer 1. Eschiv. Muller
School Little Brook School 2. _____
Teacher(s) Mrs. F. H. H. H. H. 3. _____

1. Length of Day

The kindergarten day is from 8:30 - 1:00 with 50 minutes for lunch up until the time they switch to full day. All kindergartens must be on the full day session by November 9th.

The full day session is from 8:30 to 2:40 with a 50 minute lunch period.

2. Basic Curriculum (readiness, basic skills, social skills, snack, nap, bussing, etc.)

The basic curriculum includes reading readiness which eventually evolves into reading for most of the children by the latter part of the year.

Math readiness, printing, all basic skills, music, art, etc. are all included.

3. Special Curriculum Areas/Resource Teachers

When full session day:

1. Physical Education - 2 periods a week - 30 minutes each.

2. Music - 1 period a week - 30 minutes

3. Art - 1 period a week - 30 minutes

4. Library (with librarian) - 1 period a week - 30 minutes (see other side).

4. Individualization of Instruction/Pull-out (speech, comp. ed., etc.)

If the teacher feels there is a need, Special Services is available for consultation.

If teacher feels a child is not ready to cope with a full day by November 9th, the Special Services personnel teacher and parent discuss the problem and if so decided the child may be dismissed at 1:00. I noted that one child in the class at present (see other side)

Continuation of Question #2

I did not observe any real parents when I visited in the Spring of last year as during this visit. Children did have a free activity time in the afternoon to participate in the activity of their choice such as puzzles, play house, blocks, etc. while teacher worked with individual children. Some children are true pupils but all stay for lunch.

Continuation of Question #3

When I visited last Spring, all special curriculum areas were scheduled during the afternoon.

At present, they have 3 full time aides who will assist teacher if needed for such times as play time especially if teacher needs the time to complete her 250 minutes of preparation time. Teachers have 50 minutes duty free lunch break in addition to preparation time.

Continuation of Question #4

is main streamed and left the room after about 1 hr. of the session.

5. Screening Variables (age, pre-school experience, etc.)

The cut-off age for entering kindergarten is November 30th.
Many of the children have been to nursery schools.
There is no pre-school testing.

6. Special Budgetary Considerations (supplies, equipment, p.p. cost)

Supplies such as paper, pencils, workbooks, trace materials are all ordered by the office personnel and there is evidently no quota or limit except for need. Teacher receives \$400 to purchase instructional materials of her choice from catalogs or supply houses. (the other side)

7. Staffing/Class Size

The class has one teacher for the 19 children.
There is another kindergarten class in the school with approximately the same number of children.

8. Impact on the Community (praises, complaints, feedback)

The teacher said that the community as a whole is in favor of the full day program. Only one school, Riverside I believe, has had some parents who question it. This would seem to be a slightly more affluent area with some parents who are professors at the college.

9. District's Evaluation of the Program

Board of Education approves of the program.

10. Other

Please attach copies of any available brochures, curriculum guides, etc.

Continuation of "6"

Teacher has an enormous amount of material but has been teaching a number of years.

Classroom is quite large and she is able to put up low peg board dividers. Floor is carpeted which makes a big difference in noise level especially during Activity Period.

The Principal, Mr. Petrillo, was not available when I tried to speak with him on several occasions so I was not able to determine per pupil cost.

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS
October 19, 1981

DEPARTMENT OF ELEMENTARY EDUCATION

VISITATION REPORT FORM
For
FULL-DAY KINDERGARTEN COMMITTEE

District Princeton Observer 1. Rose F. Alito
School Stuart Country Day 2. _____
Teacher(s) Miss Cagney, Mrs. Chandler 3. _____
Miss Wood, Mrs. Paxton

1. Length of Day

Optional - 8:10 - 3:00 or 8:10 - 12:00

19 Kdg. children in all

11 stayed all day

8 went home at noon

2. Basic Curriculum (readiness, basic skills, social skills, snack, nap, bussing, etc.)

K, 1st and 2nd were divided into groups for reading and math according to ability. Some groups contained K, 1st and 2nd grade children.

Snack time (Gouter) was 15 minutes. Children took crackers and milk as they wanted and were free to wander around and mix with other children.

3. Special Curriculum Areas/Resource Teachers

Children are excused at a given time for art, music, P.E., assembly, etc. They go on their own. Children are given every opportunity to develop independence.

4. Individualization of Instruction/Pull-out (speech, comp. ed., etc.)

Children are ability grouped. Any child having difficulty in her group is given immediate individual help. Groups range around 5 or 6. No teacher is responsible for more than 10 children.

5. Screening Variables (age, pre-school experience, etc.)

Children must be 5 by a given date to enter Kdg. Pre-kdg. take as young as 3 years but children cannot go to Kdg. until 5 yrs. Children are tested often.

6. Special Budgetary Considerations (supplies, equipment, p.p. cost)

I saw nothing different from our classrooms except cots in the pre-kdg. classrooms where the all day kindergarten children go in the afternoon.

7. Staffing/Class Size

Teachers are responsible for about 10 children. Kindergarten this year has 19 children, therefore, 2 teachers.

8. Impact on the Community (praises, complaints, feedback)

Since all day is optional it satisfies everyone. Those children choosing to go only $\frac{1}{2}$ day do not miss their basics, therefore there is no great difference when they go to 1st. grade.

9. District's Evaluation of the Program

All basic skill groups are based on ability. Children are tested and moved from group to group as needed. Parents and teachers appear to be satisfied with the program.

10. Other I was impressed with the independence of the kindergarten children. They went to their lockers, to gym, to the art room all on their own. They walked up long flights of stairs by themselves. They went to the cafeteria by themselves. Some even bought lunches on their own. (Con't. on back)

Please attach copies of any available brochures, curriculum guides, etc.

10. (Con't) Grouping kindergarten, 1st and 2nd graders together worked to the advantage of everyone. Children moved from group to group as their needs warranted.

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--------------|----------------------|--------------------|----------------------------|---------------------|-----------------------|
| 9:10
8:30 | | Reading | | | |
| 9:00 | | | | | |
| 8:15 | | | | | |
| 1:30 | Library
9:40 | Math | Math | Math
9:40 | 9:25 |
| 7:00 | MUSIC
K
10:10 | 10:10 | 10:10 | MUSIC
K
10:10 | Art
K
10:10 |
| 10:25 | ASSEMBLY | GOUTER | ASSEMBLY | ASSEMBLY | ASSEMBLY |
| 10:30 | GYM
X
10:50 | GOUTER
10:35 | GOUTER
10:35 | Snacks
10:25 | GOUTER
10:25 |
| 1:00 | Snack
11:10 | Art
2
11:35 | Social
Studies
11:55 | Science
10:35 | oral story
10:50 |
| 1:30 | Rd
K
11:55 | Writing
11:55 | | Gym
1
11:25 | Gym
2
11:05 |
| 1:00 | LUNCH and RECREATION | | | | |
| 2:30 | Art
1
11:05 | Gym
2
12:50 | Gym
1
12:50 | Rd
2
12:35 | Rd
1
12:35 |
| 00 | | Gym
1
12:35 | MUSIC
2(b)
12:35 | MUSIC
1
12:35 | |
| 30 | Gym
1
12:35 | Rd
2
12:35 | Rd
2
12:35 | Gym
2
12:35 | |
| 00 | | | Lib
1
12:35 | MUSIC
2
12:35 | |
| 2:30 | MUSIC
1
2:50 | Sec.
Rd
2:21 | Lib
2
2:20 | Rd
1
2:25 | MUSIC
2(b)
2:55 |
| 1:00 | | | | | |

Stuart Country Day R.F. Alito

Schedule on Friday Oct. 23

8:10 - 9:25 - Reading
9:25 - 10:10 - Art - Special Resource Tr
10:10 - 10:30 - Assembly - 5th graders presented ^{line} skits
10:30 - 10:50 - Snack
10:50 - 11:05 - Oral Story (Tr. Read)
11:05 - 11:35 - PE - Cheldan went to Gymnasium
11:35 - 11:55 - Religious
12:00 - 1:00 - Lunch -
1:00 - 3:00 - r

1:00 - 3:00 {
rest 1 hr
1/2 hr on cots
1/2 hr quiet play
Music (Extra - not resource books)
Art (Extra - not)
Drama
Outdoor play
Snack

Full week schedule is attached.

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS
October 19, 1981

DEPARTMENT OF ELEMENTARY EDUCATION

VISITATION REPORT FORM
For
FULL-DAY KINDERGARTEN COMMITTEE

District Trenton Diocese Observer 1. Anita Usmiani
School St. Gregory the Great 2. Roseann Szilvasi
Teacher(s) Mrs. Halub; Mrs. Sapp 3. _____

1. Length of Day

8:20 - 2:30 (See attached schedule)

Children allowed to sleep in P.M.

2. Basic Curriculum (readiness, basic skills, social skills, snack, nap, bussing, etc.) (See attached list of instructional materials)

Religion
Reading readiness
Mathematics readiness
Language Arts
Writing

Music and Art
Social Studies
Science
Phonics

Snack and lunch eaten on regular kindergarten room with teacher. Nap in room. Floor is carpeted and students bring own beach towel.

3. Special Curriculum Areas/Resource Teachers

None. Taught by classroom teacher.

Music teacher is on call.

In January, gym teacher may take classes for instruction and children begin to use library.

4. Individualization of Instruction/Pull-out (speech, comp. ed., etc.)

Fully self-contained. No pull-outs.

In certain instances, child may receive Project Child work-up.

See attached schedule for pull-out

5. Screening Variables (age, pre-school experience, etc.)

Parent-principal at initial registration.

No formal screening program.

November 30 - cutoff date. Children from East Windsor, December 30, if tested.

6. Special Budgetary Considerations (supplies, equipment, p.p. cost)

\$40.00 for supplies paid by parents

\$18.00 for supplies paid by local district

Not sufficient for supplies and workbooks for each child.

All carpeting

7. Staffing/Class Size

1 full-time teacher

26 children

Volunteer aides

8. Impact on the Community (praises, complaints, feedback)

General feeling among parents is that program is very good. School draws children from East Windsor, Hightstown and Hamilton Square.

9. District's Evaluation of the Program

No formal evaluation available.

10. Other

Please attach copies of any available brochures, curriculum guides, etc.

KINDERGARTEN

TEACHER'S DAILY SCHEDULE

1981-82 - KA, KB

| Time | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------|-------------------------------|-------------------------------|------------------------------|-------------------------------|-------------------------------|
| 8:20 - 8:30 | Opening Exercises | Opening Exercises | Opening Exercises | Opening Exercises | Opening Exercises |
| 8:30 - 8:45 | Prayers, Salute,
Calendar | Prayers, Salute,
Calendar | Prayers, Salute,
Calendar | Prayers, Salute,
Calendar | Prayers, Salute,
Calendar |
| 8:45 - 9:15 | Religion | Religion | Religion | Religion | Religion |
| 9:15 - 9:45 | Math | Gym - KA
Math- KB | Math | Math | Math |
| 9:45 -10:00 | Phonics | Gym - KB
Phonics-KA | Phonics | Phonics | Phonics |
| 10:00-10:30 | Snack-Lav. | Snack-Lav. | Snack-Lav. | Snack-Lav. | Snack-Lav. |
| 10:30-11:15 | Reading | Reading | 10:30-11:00
Library | Reading | Reading |
| 11:15-11:50 | Language Arts | Language Arts | 11:00-11:30
Show & Tell | Social Studies | Art |
| 11:50-12:40 | Lunch | Lunch | 11:30-12:00
Reading | Lunch | Lunch |
| 12:40- 1:00 | Prayers-Lav. | Prayers-Lav. | 12:00-12:15
Story | Prayers-Lav. | Prayers-Lav. |
| 1:00- 1:15 | Writing | Writing | 12:15-12:30
Dismissal | Writing | Science |
| 1:15- 1:30 | Music | Music | | Music | Music |
| 1:30- 2:00 | Rest | Rest | | Rest | Rest |
| 2:00- 2:15 | Language Arts
(story time) | Language Arts
(story time) | | Language Arts
(story time) | Language Arts
(story time) |
| 2:15- 2:30 | Dismissal | Dismissal | | Dismissal | Dismissal |

St. Gregory the Great

Curriculum

Kindergarten Curriculum Guide for Catholic Schools in
Dioceses in New York State 1977

Interdiocesan Curriculum Committee

Materials

Continental Press - Monthly

Activity Units

MCP 1980 Starting Off with Phonics Bk. 2
Scott Foresman & Co., 1980
Mathematics Kdg. - Readiness

Palmer Method Writing Readiness
Kdg/Gr 1
Easy to Teach Series

Come Children, Hear Me

Benziger (Glencoe Pub. Co., Inc.)
Encino, Calif.

Getting Ready to Read

Houghton Mifflin 1979

Ginn and Co. - Practice Book
My Sound and Word Book Groups

Listening and Talking
Experiences in Language - Laidlaw

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS
October 19, 1981

DEPARTMENT OF ELEMENTARY EDUCATION

VISITATION REPORT FORM
For
FULL-DAY KINDERGARTEN COMMITTEE

District Washington Township Observer 1. Anita Usmiani
School Sharon School 2. Roseann Szilvasi
Teacher(s) Mrs. Muench 3. _____

1. Length of Day

A.M. 8:30 - 11:00

P.M. 12:30 - 3:00

*consider full day long
to include recesses*

2. Basic Curriculum (readiness, basic skills, social skills, snack, nap, bussing, etc.)

Animal Island - McGraw Hill

Phonics - with slower students only - Alpha Phonics

Reading Readiness - Houghton Mifflin

Writing - Zaner-Bluser

Mathematics Readiness - Holt

Art

Music

Physical Education

3. Special Curriculum Areas/Resource Teachers

No art or music resource teachers.

Physical education teacher comes to room to conduct occasional lessons.

4. Individualization of Instruction/Pull-out (speech, comp. ed., etc.)

No pull-outs. Teacher deals with remediation herself after consulting with specialists.

5. Screening Variables (age, pre-school experience, etc.)(See attached forms)

Extensive battery given in May to pre-Kindergarteners (LOT-C; nurse; psychologist; speech teacher; kindergarten teacher;) Parent questionnaire also administered. Data is compiled, analyzed and decisions are made based on that data. 75% have had pre-school experience.

6. Special Budgetary Considerations (supplies, equipment, p.p. cost)

Used Santa Clara Inventory in September and continues throughout year.

Data not available

full time plan for 28-30

7. Staffing/Class Size

14 per session/1 teacher/no paid aide

Had intern from MCCC Teacher Aide program.

More academically able attend the afternoon session. Less able attend morning session. Program is geared to suit each group.

8. Impact on the Community (praises, complaints, feedback)

Community seems to favor full-time program to accommodate working parents. Parents are education oriented and educated themselves. They sometimes apply pressure to teach academics earlier than teacher would wish.

9. District's Evaluation of the Program

Depending on class size and finances, district may consider full-time program next year. Administrators feel they must be responsive to changing social conditions and to wishes of parents. There has been a pupil drain to private schools offering a full-day program.

10. Other

Please attach copies of any available brochures, curriculum guides, etc.

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS
October 19, 1981

DEPARTMENT OF ELEMENTARY EDUCATION

VISITATION REPORT FORM
For
FULL-DAY KINDERGARTEN COMMITTEE

District Union Township Observer 1. Mrs. Naomi Reich
School _____ 2. Mrs. Roseann Szilvasi
Teacher(s) Czaplinski, Barbara 3. Mr. Allan Garvie
4. Dr. Richard Radice

1. Length of Day

6 hours - 9:00 a.m. to 3:00 p.m. including 45 minutes for lunch.
Parent option for 1/2 day.

2. Basic Curriculum (readiness, basic skills, social skills, snack, nap, bussing, etc.)

Full day Curriculum Guide (copy enclosed).

Open Court Reading - Letters and Sounds Book.

Holt - Happy Way to Numbers.

Perception Plus (Union Twp. Produced and nationally validated).

3. Special Curriculum Areas/Resource Teachers

Library, Art, Music and Physical Education (30 to 40 minutes).

4. Individualization of Instruction/Pull-out (speech, comp. ed., etc.)

Speech, Compensatory Education, full Special Services, Resource Room for classified students. (Identified in Pre-school)

5. Screening Variables (age, pre-school experience, etc.)

Pre-school Program - 5 years of age by December 31st following the opening of school.

6. Special Budgetary Considerations (supplies, equipment, p.p. cost)

\$2,000 per pupil - No special Budget for Kindergarten.

7. Staffing/Class Size

1 teacher per 25 students.

Over 25-classroom aide.

8. Impact on the Community (praises, complaints, feedback)

Totally accepted as verified by parent questionnaire.

9. District's Evaluation of the Program

Metropolitan Readiness used for measuring pupil progress.

Community survey.

Conference used for reporting to parents, no report card.

10. Other

Each room was partially carpeted.

Perception Plus program used for full year. This program is similar to Winter Haven.

A.M. session is academics and P.M. session is activity centered.

SEE OTHER SIDE

Please attach copies of any available brochures, curriculum guides, etc.

10. Cont.

One of the three rooms was a large kindergarten (25x30).
Nutrition was emphasized in both the pre-school and the
Kindergarten.

Relaxed pace of child's day was evident .

OCT 27 1981

The following report is submitted as a brief description of the Dale Avenue Program, as is presently in use in Kuser School.

The Kindergarten and First grade children of Kuser School have been actively involved in the Dale Avenue Early Childhood Educational Project for the past six years.

Originally developed in the Dale Avenue School in Paterson, N.J. the Dale Avenue Program addresses the need to improve the quality of urban education in the United States.

This is done basically by the use of the Dale Avenue Performance Objectives Curriculum.

These performance objectives are designed to provide the children in the program with experiences that are needed in order to function eventually in the formal academic areas of reading and math.

Performance objectives of the project provide a method of evaluating each child's readiness level.

To identify the readiness and needs of each child, certain diagnostic tests are administered to each child. These tests are the Peabody Picture Vocabulary Test. This test is individually administered and evaluates verbal intelligence through the use of pictures.

Another test that is given is the Identity and Body Parts Checklist. This test helps each child to learn who they are and to gain a greater understanding of the Child's uniqueness and worth.

The curriculum of the Dale Avenue Project is made up of ten specific areas. These areas are:

Listening a very important part of the program is the ability to listen. Listening is taught in sequential steps throughout the grades.

Reading or Labeling of Objects

- Observing Observing is used to help children become aware of things through the senses of sight, hearing and comprehending.
- Speaking Speaking includes the proper use of the English Language. Sounds are important to the development of Reading and Spelling.
- Mathematics This area includes the use of manipulative materials. Identifying numbers and developing a high order of reasoning.
- Perceptual-Motor Skills Hopping, skipping, jumping, balancing, tossing and bouncing a ball and throwing and catching.
- Writing-Motor Skills This area includes tracing, drawing, cutting, pasting, copying, following directions and learning to write legibly.
- Classification Classification includes matching objects, recognizing likes and differences, grouping, sorting, and using logic and reasoning.
- Decoding and Encoding Decoding is the ability to recognize symbols and gain meaning from them. Encoding is the ability to express ideas in words and gestures.
- Seriation Seriation is the ability to arrange objects from largest to smallest and vice-versa, arranging the alphabet in its proper order, and arrange words and objects in proper sequence.

The teachers of the Dale Avenue Project are free to teach the objectives of the program and do the testing in any way they wish. In Kindergarten the objectives are taught in small groups, as the child progresses to First Grade the instruction is done on a one-to-one basis. Individual records are maintained for each child and all areas of instruction are tested for mastery frequently. Intensive pre-testing as well as post-testing is also done.

The Dale Avenue Program encompasses essentially all areas of our present curriculum in Kindergarten and First grade.

As has been mentioned previously, the classroom teacher is able to implement the Dale Avenue Objectives in all areas of instruction. Since it is a developmental program the objectives can be taught from the first day of school through the last day with continuous on-going testing to identify strengths and weaknesses in areas of instruction.

The program does not require the teaching of a separate program alone and apart, but can successfully be implemented in all areas of the curriculum including use of supportive services such as: Physical Education, Art, Music, Speech and use of the Library.

The value of the Dale Avenue Classroom Aide in the success of this program cannot be over-stated. The Aide does the testing, maintains the individual records and checklists, provides small group or individualized reinforcement of the skills under the teacher's direction, and completes the summary sheets at the end of the year. Together, working with the classroom teacher, the Aide allows the teacher the time to concentrate her energies on the program rather than the paper work.

Mr. Gittelman

JAN 20 1982

NEWS RELEASE:

1/20/82
Judith B. Peoples
Coordinator of Public Information
Hamilton Township Schools
Phone: 890-3728 - Office
586-6838 - Home

February is pre-school registration month in Hamilton Township. Children must be 5 years old on or before November 30, 1982 to begin school in September, 1982. At the time of registration, proof of age and immunization for DPT, polio, measles, Rubella and mumps must be presented. Call your local elementary school for further information.

Pre-school Registration Schedule 1982

| | |
|-------------------|-----------------------------------|
| Alexander | Feb. 24 All day |
| Greenwood | Feb. 16 A.M. |
| Kisthardt | Feb. 11 All day |
| Klockner | Feb. 10 A.M. & Feb. 11 A.M. |
| Kuser | Feb. 8 All day |
| Lalor | Feb. 9 A.M. |
| Langtree | Feb. 24 All day |
| McGalliard | Feb. 16 All day |
| Mercerville | Feb. 22 A.M. & Feb. 23 A.M. |
| Morgan | Feb. 18 All day |
| Morrison | Feb. 19 All day & Feb. 22 All day |
| Robinson | Feb. 24 All day |
| Saven | Feb. 23 All day |
| Sunnvbrae | Feb. 25 A.M. & Feb. 26 A.M. |
| Wilson | Feb. 17 All day |
| Yardville | Feb. 8 All day |
| Yardville Heights | Feb. 18 A.M. |

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF CURRICULUM AND INSTRUCTION

MEMO TO: Elementary Principals
FROM: Bill Paul
DATE: February 4, 1982
RE: Pre-School Registration Parent Questionnaire

Please make sure that parents at pre-school registration fill out a Pre-School Registration Parent Questionnaire. The data on this questionnaire will be used by the Full-Day Kindergarten Committee chaired by Dr. Gittelman. These data will be used as part of the evaluation component. It is imperative that each parent fill out a questionnaire at registration and return it to you. Questionnaires should be filled out on site and not taken home by the parent to be filled out. Please return your questionnaires that are completed to Bill Paul by using the inter-school mail. If you have any questions, call me at extension 3736. Thank you in advance for your cooperation.

BP/mwv

Approved: Dr. Gittelman

77

HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

PRE-SCHOOL REGISTRATION PARENT QUESTIONNAIRE

The Hamilton Township Schools are requesting the information below for the guidance of the Committee to study a Full-Day Kindergarten Pilot Program. The district will consider your responses along with other data in determining which schools if any will have a Full-Time Kindergarten Pilot Program. We thank you in advance for your cooperation in answering the questions below:

Name of School

1. My child has been enrolled in a pre-school program.

_____ Yes

_____ No

2. If no, proceed to question #3.
If yes, please complete the following:

| <u>Age</u> | <u>Name of Pre-School
and/or Headstart</u> | <u>Type of Program</u>
Number of
Hours per
Day | Number of
Days per
Week |
|------------|--|---|-------------------------------|
| Age 2 | _____ | _____ | _____ |
| Age 3 | _____ | _____ | _____ |
| Age 4 | _____ | _____ | _____ |

3. My preference would be to have my child attend:

_____ Half day Kindergarten

_____ Full day Kindergarten

4. Additional comments from parents:

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

MEMO TO: Elementary Principals
FROM: Dr. Gittelman
DATE: November 5, 1981
RE: Pilot Full-Day Kindergarten Program

Please sign and complete this form below by circling appropriate response and return it to my office by Tuesday, November 10, 1981.

Principal

1. My kindergarten teacher (is/is not) interested in teaching a pilot full-day program in 1982-83.
2. I (am/am not) interested in housing a pilot full-day kindergarten program at my school in 1982-83.
3. I (will/will not) have space readily available for a pilot full-day kindergarten program at my school in 1982-83.

Optional

4. I can and want to make space available for a pilot full-day kindergarten program at my school in 1982-83 by _____.

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS
November 16, 1981

DEPARTMENT OF ELEMENTARY EDUCATION

MEMO TO: Members of the Committee on Full Day Kindergarten

FROM: V. Gittelman, Ed.D. (V),

RE: Available Space for Pilot

Principals have informed me that at this time there tentatively seems to be room for a Pilot Full Day Kindergarten program at the following schools in 1982-1983:

(Final determination of available space, of course, can be made only after Spring enrollment projections and scheduling of our regular programs.)

Kisthardt
Klockner
Lalor
Langtree
Mercerville
Morgan
Robinson
Sunnybrae
University Hts.
Wilson
Yardville Hts.

VG:dmh

UPDATE

TO: Dr. Virginia Gittelman

From: Dr. William G. Paul

Date: November 2, 1981

Subject: Proposed Areas of Study for the Full-Day Kindergarten Pilot

Based on the research literature gathered by Mr. Callahan, I have identified areas that I feel we should investigate. The areas of study for the full-day kindergarten pilot and the instruments or types of instruments that should be used are outlined below as follows:

1. Achievement/Ability/ Readiness -

a. California Achievement Tests (CAT) - an achievement measure of prereading and math skills.

b. Task Observation Assessment - a limited indication of the areas of psychomotor, affective, and linguistic.

This instrument should measure the areas of: 1.) Physical Development; 2.) Individual Social, Emotional Development; 3.) Social Relations; 4.) Ethical Behavior; 5.) Communication; 6.) Quantitative Relationships; 7.) Physical World; 8.) Aesthetic Understanding - (art, music, and creativity). This instrument can be developed adapting similar instruments from Princeton Regional Schools and Lawrence Schools as well as using skills arrays and courses of study in the appropriate subjects.

c. Boehm Tests of Basic Concepts - measures a child's mastery of concepts considered necessary for achievement in the first years of school. The test is designed to aid in the detection and remediation of deficiencies.

d. Short Form Test of Academic Aptitude (SFTAA) - measures language and non-language ability beginning in Grade 1.

2. Attitude Measures -

a. Parent Questionnaire - attitudes of full and half-day kindergarten teachers.

b. Full-Day Kindergarten Teacher Questionnaire - attitudes of kindergarten teachers who have taught in both full-day and half-day kindergarten.

c. Kindergarten Questionnaire - First Grade Teachers - attitudes of first grade teachers who had received the kindergarten children.

3. Attendance Records - examine attendance patterns for full vs. half-day kindergarten.

Many of these instruments will have to be developed in-house. In addition, we will have to determine when these instruments will be administered. We should try to minimize the amount of testing we require. The above areas are only proposed areas and are subject to approval of the committee and/or Dr. Gittelman.

4. Behavior records

Pre-Kindergarten Screening Test

Purpose:

This test is designed to assess children's readiness for a kindergarten program.

Description:

The areas covered by the test are as follows:

- A. Visual Discrimination (8 items)
The child is required to select the dissimilar form from among five.
- B. Picture Identification (8 items)
The child is asked to point to the picture matching the word spoken by the examiner.
- C. Visual-Motor Coordination (6 items)
The child is required to copy six geometric forms.
- D. Information (8 items)
The child is asked to answer questions tapping factual information.
- E. Counting (4 items)
The child is required to count a row of colored circles.
- F. Colors (8 items)
The child is asked to name eight colors.
- G. Picture Naming (8 items)
The child is required to name a series of pictures.

The total score is the sum of parts A-G. The maximum total score is 50.

Materials Required:

- Test Record Form (1 per child)
- Visual-Motor Coordination Form (1 per child)
- 2 Picture Sheets
- 1 Counting Strip
- 1 Color Sheet
- 1 Visual Discrimination Sheet

Administration: PLEASE FOLLOW THESE TO INSURE CONSISTENCY

In addition to the directions given on the test form, the following suggestions may be helpful:

- Test A. If the child has difficulty grasping the concept, the examiner may point out the correct response for the first item (it is not scored). It is helpful to use a 5" x 8" file card placed under each line to help focus the child's attention.
- Test B. Remind the child to "look at all the pictures" before making a choice.
- Test C. Use scoring standards in manual for "Developmental Test of Visual-Motor Integration."
- Test D. Use scoring standards in manual for "Wechsler Preschool and Primary Scale Of Intelligence."
- Test E. This test requires a strip of cardboard approximately 4" x 17" to which are attached 25 1/4" colored adhesive dots.
- Test F. A sheet with eight colored circles (made with "magic markers") should be used for this test.
- Test G. In addition to the responses listed, the terms "mail" and "letter" are acceptable for the picture of the "envelope".

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS
October 19, 1981

DEPARTMENT OF ELEMENTARY EDUCATION

Report of the Meeting on October 16, 1981 Full-Day Kindergarten Committee

The full day kindergarten committee met for the first time on October 16, 1981. The committee agreed upon the objectives and timeline distributed by Dr. Gittelman. No committee member wished to add any questions for discussion. Miss Carol Kish was absent.

Discussion focused on the numerous objectives now expected of the kindergarten teacher in only two and a half hours; the children's chronological, emotional and academic readiness for a full day program; the parent's role in early childhood education; "reception grade" as it used to be known years ago in our district; changes through the years in our expectations for kindergarten students; budgetary considerations for a full day program; State rules and regulations that pertain to kindergarten; number and location of classes to host pilot; pre-screening tests; programs seen in other districts; the Dale Avenue program; full day vs. extended day; age cut-off dates; and basic skills vs. social skills and creativity.

Committee members then identified other districts that they would like to visit for more information. Miss Drangula agreed to contact the State Department.

Dr. Gittelman explained that the in-service committee this year might be recommending some grade/departments workshops, and she suggested that committee members might then be able to use an afternoon for all kindergarten teachers and interested elementary principals to discuss the pilot program and the progress of this committee. Further she offered to send a copy of written materials used in committee to the K teachers and principals as well as to the Public Information Officer and the Presidents of the HTEA and HTASA.

Finally committee members agreed to attempt the following charges before the next meeting to be scheduled sometime after November 6, 1981.

- | | |
|---------------|---|
| Mrs. Multop | - visit Princeton |
| | - review her description of the current kindergarten program |
| Mrs. Szilvasi | - visit St. Gregory the Great, Sharon School |
| | - review the description of the current kindergarten program, adding the element of Dale Avenue aides |
| Mrs. Carver | - visit a school in a system comparable to ours |
| | - compare the kindergarten program of today with that of the past |
| Mrs. Alito | - visit Stuart Country Day School |

Report of the Meeting on October 16, 1981 Full-Day Kindergarten committee 2.

- | | |
|---------------|--|
| Miss Drangula | - visit Pemberton |
| | - call the State Department for suggestions of other districts with full day kindergarten programs |
| Dr. Paul | - visit a school district suggested by the State |
| | - review Mr. Callahan's research in more depth to begin an evaluation design for the pilot full day kindergarten program |
| Mrs. Usmiani | - visit Washington Township |
| | - visit St. Gregory The Great |
| | - investigate other pre-kindergarten screening systems and books about kindergarten |
| Dr. Radice | - investigate constraints imposed on kindergarten programs by the State |
| Mr. Garvie | - visit Pemberton |
| | - investigate the screening program used by Neptune |
| Dr. Gittelman | - visit a school district suggested by the State |
| | - prepare a common form to be used by committee members on visitations |
| | - list schools that have the classroom space to accommodate the pilot most easily |
| | - ask Miss Kish to work with Dr. Paul on designing instruments to screen and survey |

VG/mwv

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS
November 24, 1981

DEPARTMENT OF ELEMENTARY EDUCATION

Report of the Meeting on November 18, 1981 Full-Day Kindergarten
Committee

The full day kindergarten committee met the second time on November 18, 1981. Miss Kish and Mrs. Usmiani were absent.

A packet of the following materials was distributed:

Reports of visits to: Lawrence Township, Pemberton, Princeton,
St. Gregory's, Stuart Country Day, Wash-
ington Township

"The Need for a Full Day Kindergarten" - article from Dr. Young

Summary of the Hamilton Township Kindergarten Curriculum - from
Mrs. Carver

Explanation of the Dale Avenue Program - from Mrs. Szilvasi

List of tentatively possible locations for a pilot full day
kindergarten class - from Dr. Gittelman

Copy of State law and Board policy on Kindergarten - from Dr. Radice

Proposed Areas of Study - from Dr. Paul

Discussion began as Dr. Gittelman related her observations and those of Miss Kish during their visit to kindergarten classes in Lawrence Township. Mrs. Carver summarized her trip with Miss Drangula and Mr. Garvie to kindergarten classes in Pemberton. Mrs. Multop related her observations during a return visit to a kindergarten class in the Princeton Regional Schools. Mrs. Alito explained her observations during a visitation to Stuart Country Day School. Mrs. Szilvasi related her observations during a visitation with Mrs. Usmiani to kindergarten classes at St. Gregory's and the Sharon School.

As discussion continued Dr. Paul indicated that any pilot kindergarten program in Hamilton Township should be the subject of formative evaluation. Dr. Gittelman agreed and reminded the committee that thorough evaluation was one of the reasons that she believes the pilot should be operated at several sites across the district. Further, she indicated that the tentative list of possible locations for a kindergarten pilot was the principals' first reaction to a brief questionnaire, but it was obviously, also, subject to revision after Spring scheduling.

The entire committee reaffirmed its desire to keep all kindergarten teachers and elementary principals informed of its progress. Dr. Gittelman agreed to ask the elementary principals if they could release their kindergarten teachers on the first in-service day this year so that they could be updated and ask their questions about this committee's function.

Discussion then refocused on the remaining materials in the packet. In particular Dr. Radice indicated the great latitude offered for kindergarten program design by State Law 18A.

Dr. Gittelman asked all committee members before the next committee meeting to review the article from Dr. Young, the summary of the Dale Avenue program prepared by Mrs. Szilvasi and the proposed areas of study/evaluation from Dr. Young. Because Mrs. Carver indicated that her summary of the Hamilton Township kindergarten program was representative only of the kindergarten program in our district during the early 70's, Dr. Gittelman requested that committee members review it with thoughts of noting "add-ons" to the kindergarten curriculum in the past 10 years.

Finally Dr. Gittelman suggested that committee members think about the "ideal kindergarten pilot program" for Hamilton Township before the next committee meeting, at which they, as a committee of the whole, would attempt a first draft of the design (in completion of objective 1c, 1d and 2b). Mr. Garvie suggested that the first grade teachers might be surveyed about their ideas. Dr. Paul agreed to chair a sub-committee for evaluation design. Mr. Garvie, Miss Kish and a teacher from the larger committee might agree to serve with him. Mrs. Szilvasi suggested that a member of the child study team be added to this committee now, too.

Dr. Gittelman reminded the committee, too, that their task was advisory in nature, and that the Board of Education remains the decision-maker about full day kindergarten. She then commended the committee for their amazing progress with only two meetings. Dr. Gittelman promised to distribute a preliminary summary of minutes for this meeting. Further she asked that the committee members review them with the other materials, complete their visitations, and send any remaining input to her by Monday, December 7, 1981 so that preparations could be completed for the next committee meeting at 9:00 A.M. on Wednesday, December 16, 1981.

VG/mwv

Report on Kindergarten Teachers Workshop at the Administration Building Conducted by Diane Drangula, Curriculum Supervisor
December 17, 1981 submitted by: Roseann Szilvasi

Introductions by Kindergarten teachers.

Communications - Diane described basically what the committees' function is, with the ultimate idea to be presented to the Board of Education in February for inclusion as a pilot program for the school year 1982.

Mrs. Multop described Hamilton Township's present schedule in terms of amount of time available for actual teaching. Mrs. Multop also explained to the teachers the Princeton Full-Day Kindergarten program which she observed and has reported on to the committee.

Mrs. Szilvasi spoke on observing the Union Township, Livingston School's full day program.

Miss Drangula asked for questions and in-put into the Ideal full-day program. The following ideas were brought forth for discussion.

Mrs. Ruth Carver asked the teachers for any concerns they might have regarding a full-day program in the township.

Questions were raised on a good screening process to ferret out the children before entering school.

{ The consensus of opinion was that Hamilton's curriculum is very good, the problem being that there simply is not enough time to complete the program as it presently stands.

What program will be provided for the child that is simply not ready for school even after screening?

More intensive screening is needed at an earlier date. Let's screen those children who are reading so that we can place them in reading at an earlier date.

Mr. Scott stated that speech screening will continue to take place in September as has been done previously.

A suggestion was made about good records being kept on each child so that we can see exactly where the child is at a point in time.

Resource classes and satellite programs should be in the afternoon.

Screening from special services would be intensified.

The majority of teachers in attendance would have us begin with an extended day 9-1 with a full day added in November.

Dr. Gittelman is calling for a January meeting to follow up and formulate recommendations for a Full-Day Pilot Program.

REPORT OF FULL DAY KINDERGARTEN PILOT PROGRAM COMMITTEE

January 6, 1982

The Full Day Kindergarten Committee met again on January 6, 1982. Dr. Gittelman explained that Mr. George Scott had joined the committee, was brought up-to-date at the December kindergarten inservice workshop, but could not attend today's meeting. Additionally, Mrs. Mallet was present.

The December workshop was discussed. The committee members in attendance at that inservice activity believed that the kindergarten teachers as a whole were well pleased with the committee's efforts. They felt that "we had done our homework." Dr. Gittelman reminded the committee that a second inservice activity for kindergarten teachers to share ideas 1) about the pilot and 2) about the current kindergarten program had been scheduled for January 21, 1982. She asked those in attendance at the January 21 meeting to update all kindergarten teachers on the accomplishments of the committee today.

Mr. Garvie, Mrs. Szilvasi and Dr. Radice explained their report of the visitation to the full day kindergarten program in Union Township. Basically they felt that Union Township was quite comparable to Hamilton Township. Union is an urban-suburban district like Hamilton. The curriculum in Union Township is quite similar to the curriculum in Hamilton, but Union provides more time for implementation of the curriculum. The morning involves pre-reading and pre-math activities, the afternoon involves physical education, social studies, etc. (It should be noted further that one significant difference in the Union Township program is that it follows a half day pre-kindergarten program for four year olds. The latter is federally funded and the kindergarten screening is built into the four year old program, one year in advance of the kindergarten.) Union Township uses the PPP - Perception Plus Program that had been nationally validated in Union Township. This is a program of activity cards (\$30 cost) that was developed by an art teacher in that district. Dr. Gittelman authorized Roseann Szilvasi to contact Union Township and order a sample Perception Plus Kit for this committee's review. The Union Township program has been well received and accepted by the parents/community. Finally, Mrs. Szilvasi noted that the Open Court Curriculum Program in Union Township was not, in the opinion of the Hamilton visitors, so good as the current curriculum in our township.

Arrangements for another visitation to the full day kindergarten program at Princeton were also discussed as planned for a future date by Mrs. Carver and Mrs. Multop.

Dr. Gittelman next reviewed

- a. the additions to our present kindergarten program recommended by Mrs. Rose Alito

- b. Mrs. Carver's list of additions/changes to our kindergarten curriculum committee since 1971
- c. Mrs. Multop's memo indicating that the kindergarten handbook should be used with the current curriculum guides, and
- d. Dr. Radice's review of the teacher's contract as it might possibly relate to a full day kindergarten program.

As chairman of a subcommittee on evaluation for the pilot program, Dr. Paul indicated that Carol Kish, Allan Garvie and he had met with the intention of measuring four areas - 1) achievement/ability, 2) attitudes, 3) attendance, and 4) behavior. Before they could proceed further, however, they wished the committee to answer two questions. One, "Is our present screening device satisfactory for purposes of our pilot program or should the subcommittee review other evaluative instruments?" He explained that the present screening device is most sensitive for purposes of discrimination at the lower levels of ability/achievement. It does not discriminate well at the higher levels. Two, "Should the CAT 10 Test be given as a pre-test in the fall to kindergarten students and as a post-test again in the springtime?" The kindergarten teachers on the committee felt that the CAT 10 Test administered as a pre- and post-test would present problems. It would be overwhelming to some children early in the year. They also expressed a problem in scheduling the post-test for March or May. Dr. Paul suggested further that any decision on the part of this committee about testing should be consistent with the District Testing Committee report. Considerable discussion followed on the necessity or lack of necessity for formalized pre- and post-testing. Dr. Gittelman felt that if the purpose of the testing was more to gather statistics than it was to be used to assist the students in their instruction, the committee might be well advised to think twice before putting any class through an additional testing experience.

The subcommittee continued in its recommendations by indicating that a task observation assessment instrument to include areas of achievement in reading and math readiness might make more sense as an additional evaluation tool. Dr. Gittelman asked for clarification of the information that might be gathered with such an instrument. In response, the committee indicated that a listing of skills might be simply checked, thereby providing the classroom teacher with an easy record keeping system that could show progress from September through May while it also could become a diagnostic teaching tool for the teacher. The subcommittee then indicated that if further evaluation were necessary the committee might consider using information already gathered and available at the end of grade one (i.e. report card marks, the short form test of academic aptitude, etc.) Longer range information could similarly be gathered at the end of grade two.

Next, discussion focused on the selection of teachers for the pilot program. Several committee members indicated that interested

kindergarten teachers should be interviewed by selected members of this committee so that those with the most positive attitude could be identified in an effort to assure the success of the pilot. Dr. Gittelman reminded the committee that she had already asked the principals to identify their interests and that of their kindergarten teachers in running a pilot at their individual schools. Mr. Garvie indicated his concern that a teacher's attitude and teaching style might be significant for their selection of a teacher for the kindergarten pilot. Such information, however, would surely be difficult to gather and/or measure. Dr. Gittelman explained to the committee that ultimately the responsibility for site and teacher selection remained with her office, although she welcomed the committee's comments on these and all matters related to the pilot.

Dr. Gittelman began to outline on the blackboard for further discussion those ideas upon which there seemed to be agreement in this committee. Those outlines are attached to this report and labeled "Interim Report of Full Time Kindergarten Pilot Program," "Tentative Design of Full Day Kindergarten Pilot Program" and "Tentative Evaluation Design for Full Day Kindergarten Pilot Program." The committee agreed that a written pre- post-test was not absolutely necessary. The committee further agreed that the present pre-screening device would be a useful tool for the pilot. The committee next agreed on a set of outcomes and process goals to define the pilot program. They are attached to this report and entitled, "Interim Report of Full Time Kindergarten Pilot Program Committee Goal Statements."

Dr. Gittelman also thanked Miss Kish and Mrs. Usmiani for their contributions to this district in originally developing our kindergarten pre-screening program. Mrs. Usmiani indicated that any task observation record should be limited in the number of skills scheduled for monitoring.

Finally, Dr. Gittelman outlined some thoughts for further consideration as homework for the committee members. What kind of surveys should be designed for parents and teachers to be used as pre- and post-evaluation instruments for this pilot? What kinds of questions should be asked? It was suggested that ideas for these surveys be directed to Mr. Garvie at Klockner School, who agreed to work with Dr. Paul on attitudinal surveys. The committee was also asked to consider the nutrition program. How should lunch and/or snack times be administered? Would separate facilities be necessary for eating and playing? Would kindergarten students need helpers or compartmentalized trays to assist with the nutrition program? Would extra aides really be necessary? What would be their role? Dr. Gittelman also asked us to think about those aspects of the program which we have not yet addressed and which we may have overlooked. Dr. Radice suggested that the committee might also profit by reviewing the Barbato and Wright article on full time kindergarten before our next meeting.

The next meeting of the kindergarten committee will be scheduled after Dr. Paul indicates to Dr. Gittelman that the subcommittee on evaluation is ready with a draft of the task observation

assessment and attitudinal surveys for teachers and parents. All hoped that the next committee meeting would be possible before the end of January so that the committee could meet its original target date of February 1 with its report.

VG:cbl:17G

Attachments

Report on Kindergarten Teacher Workshop at Morgan School on
January 21, 1982

Submitted by: Dr. Richard Radice

On January 21, 1982 seventeen kindergarten teachers took part in a kindergarten workshop at Morgan School.

Those present were very pleased to hear the full day kindergarten representatives report on the committee's progress to date.

Each teacher spoke on the lack of time there was to complete the planned day in our present half-day schedule. Those teachers who had visited other kindergartens throughout the state were quite impressed with the smoothness and the accomplishments of the full time kindergarten versus the half-day kindergarten.

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

Report of the Full Day Kindergarten Pilot Program Meeting on
February 2, 1982

Dr. Gittelman called the meeting to order at 2:00 P.M. All committee members were present.

Dr. Radice reported on the January 21, 1982 workshop for kindergarten teachers. He indicated that Mr. Callahan attended the first part of the meeting, at which members of this committee reported on progress to date. All in attendance seemed to support the committee's proposal.

Dr. Gittelman reminded the committee that the final decision to fund and implement any pilot program was for the board of education to make, but she also informed the committee that the concept was recommended by the administration for the budget inclusion list. She also reported having been contacted by community members both favoring and rejecting the idea of a full day kindergarten pilot program.

Dr. Paul then reported on the most recent efforts of the subcommittee on evaluation. He explained that he and Mr. Garvie were working together to develop attitudinal questionnaires, which Ms. Kish assumed primary responsibility for the task observation assessment. She will try to include items that discriminate between students' achievement in September and June, proceeding from the simple to the more complex (i.e. letter recognition, following oral directions, etc.). Mrs. Carver, Mrs. Szilvasi and Mrs. Multop volunteered to assist Ms. Kish. All committee members were asked to respond to initial drafts of the evaluation questionnaires and to send any comments to Dr. Paul as soon as possible. Next the entire committee reviewed and finalized the pre-school registration survey presented by Dr. Paul.

Dr. Gittelman reported that although no sites had yet been selected for the pilot program, she was thinking in terms of four different geographic groupings: Yardville, Yardville Heights, Sunnybrae and Robinson; Kuser, Klockner, Greenwood and Mercerville; Lalor, Wilson, McGalliard and Kisthardt; Langtree, University Heights, Morgan, Sayen, and Alexander. The committee recommended that the parents' preference for or against a full day kindergarten program be honored as much as possible in any school that might house a pilot, even if that meant that all kindergarten sections in the same school be full day or if only two schools were to house all four pilots.

Finally the committee agreed on the necessity of an aide for each pilot class, especially at lunchtime, and on the advisability of separating the kindergarten students from the other students in the school for the noon hour activities. Further the committee agreed that lunch/play/snack/rest times should not exceed two hours a day so that the pilot could provide at least double the current time for instructional purposes.

The kindergarten teachers also expressed the need for carpeting in some part of the pilot classroom in order to accommodate rest/nap time. Mats could also be used for this purpose, but were less desirable because of storage concerns. The committee would also like some monies reserved for additional curriculum materials that might be needed, including the still awaited Perception Plus Kits from Union Township and for special, compartmentalized lunch trays, if needed.

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS
DEPARTMENT OF ELEMENTARY EDUCATION

Interim Evaluation
of the
Full Day Kindergarten Pilot Program

March 14, 1983

APPENDICES

Appendix A

Board to research full day kindergarten program
Research summary conducted during 1980-81 by Mr. Robert Callahan
Research summary 1982-1983

Appendix B

Questions to be addressed by the full day kindergarten committee
Objectives of the full day kindergarten committee
Timeline for the full day kindergarten committee

Appendix C

Articles of professional literature considered by the committee during 1981-1982
 "The Need for Full-Day Kindergarten" - Nancy K. Naron
 "All Day, Every-Day, Kindergarten" - Dr. Guy Barbato and Vernell Wright
 "Kindergarten Finally Becoming Universal" - Carey Adina Sassower

Appendix D

Mrs. Carver's outline of the kindergarten curriculum
Mrs. Multop's interpretation of the kindergarten handbook and curriculum guides

Appendix E

Mrs. Carver's outline of the additions to the kindergarten curriculum since 1971
Mrs. Alito's outline of suggestions for additions to the kindergarten curriculum

Appendix F

Mrs. Multop's outline of time use in kindergarten classes

Appendix G

Dr. Radice's review of/citations from possible applicable sections of State Law
Interact article on possible revisions to State Administrative Code
Board Policy on kindergarten admission
Dr. Radice's review of/citations from possible applicable sections of agreement between the HTEA and the Hamilton Township Board of Education

Appendices - continued

Appendix H

Visitation reports of various kindergarten programs

Lawrence Township - Benjamin Franklin School

Pemberton Township - Browns Mills School #1

Princeton Regional Schools - Little Brook School

Princeton - Stuart Country Day School

Trenton Diocese - St. Gregory the Great School

Washington Township - Sharon School

Union Township

Chart of Kindergarten Classes - Mercer County

Appendix I

Mrs. Szilvasi's explanation of the Dale Avenue program

Appendix J

Press release of pre-school registration dates

Pre-school registration parent questionnaire

Memorandum #ME-21 surveying teacher and principal interest
in and space availability for full day kindergarten pilot
program

Tentatively possible sites for full day kindergarten pilot
program during 1982-1983

Appendix K

Dr. Paul's proposed areas of study for the full day
kindergarten pilot

Pre-kindergarten screening test

Appendix L

Minutes of committee meetings and kindergarten teacher
workshop

October 16, 1981

November 18, 1981

December 17, 1981

January 6, 1982

January 21, 1982

February 2, 1982

October 27, 1982

February 18, 1983

Appendices - continued

Appendix M - Interim Evaluation

Program implementation

Evaluation design

Questionnaires

Questionnaires for parents

Questionnaires for aides

Questionnaires for professional staff

Logs of the kindergarten program at the four sites

Report cards

Conclusions and recommendations

District evaluation form

RESEARCH SUMMARY 1982-1983

In an effort to determine if any more recent research was available for further consideration this year, an ERIC Computer search was conducted with the descriptor of "full time kindergarten." The following additional articles were found to be relevant.

In a study by the Minnesota State Department of Education (1972) children who attended kindergarten for a half day every day and children who attended kindergarten for a full day on alternate days were compared. The groups were similar on broad measures of readiness, but children in the daily program scored statistically higher on the Caldwell Preschool Inventory measuring their ability to name the numerals from 1 to 10 and knowledge of the sounds of the letters of the alphabet.

In a Wisconsin study (Schulz, 1981) the disadvantages of a full day alternate day kindergarten program similarly seemed to outweigh the advantages in terms of general impact on children. It was felt that a half day every day kindergarten schedule was superior to a full day alternate program.

Contrariwise in another study (Cleminshaw, 1977) there was a significant difference in the academic gains measured by the Metropolitan Readiness Test, favoring children in the all day kindergarten program on alternate days as compared to kindergartens meeting for a half day every day. It was also noted that no unusual fatigue was associated with the full day program.

In a comparison of daily extended day kindergarten and traditional kindergarten programs in Arizona (Alper, 1979) there was a statistically significant difference measured on the Metropolitan Reading Readiness Test, favoring the experimental group in letter recognition, an important predictive of reading success. There was, however, no other statistically significant difference in other gain scores.

In another study (Hatcher, Schmidt and Cook, 1979), there were no statistically significant differences in cognitive, affective or psychomotor achievements between students in daily full day and daily half day kindergarten programs measured on the Metropolitan Reading Readiness Test, the California Test of Personality, or the Valett Developmental Survey of Basic Learning Abilities.

There were no statistically significant differences either in another similar three year study (Johnson, 1974) of daily full and half day kindergarten programs.

In still another study of the kindergarten schedule (Beckner, et. al., 1978) there was no conclusive evidence about the advantages of half or full day programs, although the teachers involved did express less frustration in meeting the needs of one group of children in a full day program, as compared to meeting the needs of two groups of children either in the same day or on alternate days.

In a recent study (Wisconsin State Department of Public Instruction, 1981) of daily full day, daily alternate day, and daily half day kindergarten programs, the daily full day program was seen as advantageous inasmuch as it offered more basic instructional time for students, more time for implementing special subjects such as the resource areas of art, music and physical education, and more time for general preparation for the first grade. Further the daily full day program eliminated the problem and cost of midday bussing, and it allowed children to be involved in all school functions such as special assemblies, lunch programs, etc. Nearly one hundred percent of parents, teachers and principals surveyed and involved in the daily full day program favored it.

In a comparison of daily half day and daily full day kindergarten classes in Maryland (Adcock, et. al., 1980) children in a full day kindergarten class achieved significantly higher levels of academic skills measured by the Metropolitan Achievement Test than children in the half day kindergarten class.

In a Pennsylvania study (Frey, 1977) where the only intentional difference between the daily full and half day kindergarten programs was the amount of time spent in school, students in the full day program scored significantly better in both Reading and Math on the SRA Achievement Test than students in the half day program.

In summary it should be noted that the research is inconclusive about any advantages of full day kindergarten programs. Although the research does indicate that daily programs are generally better than programs scheduled on alternate days, there is conflicting evidence in the professional literature about any advantage of daily full day programs over daily half day programs across the country. This study to determine the best program for our district then does again seem in order.

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CHART OF KINDERGARTEN CLASSES

IN

MERCER COUNTY

Dr. Radice contacted each of the districts visited by the committee during the 1981-1982 school year. Each district that is currently implementing extended or full time kindergartens plans to continue their programs during the 1983-1984 school year. The others indicated that tight budgetary situations rather than any question of merit currently prevented their implementing any new programs. In summary, six of the nine districts in Mercer County will implement or pilot a Full Time Kindergarten during the 1983-1984 school year, as outlined below:

| | <u>81-82</u> | <u>82-83</u> | <u>83-84</u> |
|-------------------------|--------------|--------------|--------------|
| Hamilton Township | 1/2 | Pilot | Pilot |
| East Windsor Regional | 1/2 | 1/2 | 1/2 |
| Ewing | 1/2 | 1/2 | Pilot |
| Hopewell Valley Reg. | 1/2 | 1/2 | Pilot |
| Lawrence Township | Pilot | Full | Full |
| Princeton Regional | Pilot | Full | Full |
| Trenton | 1/2 | 1/2 | 1/2 |
| Washington Township | Full | Full | Full |
| West Windsor-Plainsboro | 1/2 | 1/2 | 1/2 |

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS
November 5, 1982

DEPARTMENT OF ELEMENTARY EDUCATION

Minutes of the Meeting on October 27, 1982
Full-Day Kindergarten Committee

The Full-Day Kindergarten Committee was called to order by Dr. Gittelman at 1:30 p.m. Ms. Carol Kish and Mr. George Scott were absent. Ms. Emily Giovannetti from the Expanded Committee also attended. Dr. Gittelman welcomed all back from their summer vacation and reported that the pilot seemed well underway.

Discussion began as Dr. Gittelman noted that she had met on October 14, 1982 with both the principals and the teachers at the four pilot sites. Mrs. Multop remembered an important point in that October 14 in-service workshop as being that the full-day kindergarten teachers must remember to pace themselves now with the full-day program, to slow down and not to rush or accelerate through the curriculum. Enrichment is key rather than acceleration. Mrs. Carver and Mrs. Multop explained that although there seems to be slight differences in the implementation of the pilot from school to school, generally the program is well received.

Dr. Gittelman continued by telling the committee that the teachers and principals at the pilot sites unanimously requested that the committee consider recommending again to the Board of Education that next year the pilot program be operated for all the kindergarten children at two sites rather than at four sites for half the kindergarten children, because of the community unrest created this year with our present design. The community in some schools seems more upset than in others, but in all four sites parents have voiced concerns that children in the full-day class might become more advanced than children in the half-day class. Dr. Radice continued discussion on this point.

The three full-day kindergarten teachers in attendance reported that the full-day schedule provides more time for reinforcement of instruction, more thorough instruction, and more one-on-one instruction. Additionally, they feel that the additional time enables the full-day teachers to have a better relationship with their students as a whole. Further, planning is now somewhat different. Mrs. Multop reported that she plans on a daily basis. Mrs. Giovannetti reported that she is further along in her objectives and activities than she was at this time last year with the half-day program.

Mrs. Szilvasi asked the full-time teachers if they were happy with the program. The answer was unanimously yes. Mrs. Szilvasi asked how younger children and those without nursery school experience were faring. Mrs. Multop said that such children were "catching on" faster than their counterparts in a half-day program did in

the past. Mrs. Giovannetti said that children in the full-day class were more easily scheduled for basic skills re-inforcement, when necessary. Mrs. Szilvasi asked if the Dale Avenue program was functioning well. Mrs. Giovannetti replied in the affirmative. All of the full-time teachers reported that they felt busier now, in terms of their schedule, than they had ever felt before. Further, they felt more tired at the end of the day. They also felt that they had less planning time. However, they remained happier.

Dr. Gittelman asked how the lunchtime activities were preceding. All replied that lunchtime was fine. Mrs. Carver, however, reported that her children were not using the special trays ordered for them. Dr. Gittelman said that she would investigate what had happened to them, since a sufficient quantity had been purchased and were supposed to have been delivered to the school. The teachers continued by indicating that the cafeteria staff wanted to help the children at lunchtime more than the teachers felt necessary. It was decided that they should speak with the building principals about this problem, so that the children could learn to be as independent as possible.

The tentative timeline for evaluation was reviewed and generally accepted by the committee. Dr. Gittelman explained that the timeline was quite tight, and that the committee may well have difficulty presenting the mid point evaluation to the Board this February, since report cards would not be out until the beginning of that month. February was maintained as a target date for that evaluation, however, with the understanding that the report might be delayed until March, if necessary.

Dr. Paul explained the basic outline of the five part evaluation design - achievement, attitude, attendance, behavior and formative evaluation. In terms of achievement, the committee planned to analyze both report card data and standardized (pre-, post-) test results. In terms of attitude, the committee planned to analyze questionnaires completed by parents, kindergarten classroom/resource teachers, and principals. In the future, the committee would also expect to review attitudinal questionnaires completed by the first grade teachers at the pilot sites (who next year will have this year's first group of pilot kindergarten students). The committee also agreed to survey the aides' attitudes towards the program, insofar as they could give us input about the students at lunchtime and about the Dale Avenue program. Attendance data and behavioral data as reported on the report cards were also planned to be analyzed in committee. Additionally, formative evaluation would be notable through the series of in-service workshops involving the kindergarten pilot staff this year and the log of unusual/significant occurrences maintained by each kindergarten teacher and principal at the four sites. In total, the evaluation is designed to be broad based in almost a "shotgun" design, to gather and to use as much readily available data as feasible.

Dr. Gittelman explained why pre- and post- standardized tests were now in the evaluation design, since they were not in the design last spring. She noted that during the summer, Dr. Paul's sub-

committee on evaluation attempted to design a skills assessment record, only to determine that it was too difficult to observe all 400 plus objectives in the kindergarten objectives and too difficult to identify those that would be most worthwhile to evaluate. Additionally, the subcommittee was concerned about the validity and reliability factors that might be questioned and the general credibility of any "in-house" designed instrument. Finally, then it was decided that despite the disadvantages associated with standardized testing in the early kindergarten years, the CTBS would be included as part of the evaluation design. Later, of course, the CAT results at the end of the first grade would also be available.

Discussion next focused on the administration of the pre-test already administered to the kindergarten students in the pilot program during the month of September. All agreed that the administration of that test was difficult but satisfactory. It was more difficult in the half-day program because of the limited time.

Next the committee reviewed and discussed the proposed questionnaires which were also tentatively prepared during the summer. The committee was most concerned that the questions not be skewed toward favoring either the full-day or the half-day programs. Revisions were then accomplished so that the implications behind the statements were 50% pro full-day and 50% pro half-day.

Finally, all committee members in attendance agreed to send to Dr. Gittelman by Thanksgiving two or three questions that might be addressed to the lunchroom/playground and Dale Avenue aides involved with the pilot program, so that their input also could be considered in the evaluation process.

Dr. Gittelman distributed two research articles and explained that another ERIC search had been conducted. Further she stated that Dr. Radice had agreed to help Dr. Gittelman in the perusal of that research and that the committee would be advised of their findings.

Dr. Gittelman also asked Mrs. Usmiani to explain her Kindergarten Curriculum Committee. It is meeting concurrently with the Full-day Kindergarten Committee this year in order to compile kindergarten activities from throughout the district that have worked well to satisfy the kindergarten objectives in both half and full-day programs. The end result of Mrs. Usmiani's committee is expected to be a handbook that will facilitate a more uniform approach to kindergarten instruction in all 17 schools.

The meeting was adjourned at 3:45 p.m.

MINUTES OF THE FULL DAY KINDERGARTEN
PILOT PROGRAM COMMITTEE
February 18, 1983

The meeting was called to order at 9:00 a.m. All Committee members were present for at least part of the full day meeting. Mr. Scott left early, and Mrs. Usmiani arrived late due to other commitments.

Dr. Gittelman distributed a summarized research update. A second ERIC search had been conducted, and the committee reviewed the most current professional literature available on the topic of full day kindergarten.

Dr. Radice distributed a status report of the kindergarten programs visited by this Committee last year. He noted that there does seem to be a trend toward extended or full day kindergarten in Mercer County. A spokesman from the Trenton and West Windsor Districts told him that they would like to pilot a full day program next year, but that budgetary constraints made this desire impossible at the present time. Ewing and Hopewell Townships are favoring a pilot program for next year.

Dr. Paul distributed and explained the evaluation design. Six basic areas will be considered as part of the evaluation: achievement, attitudinal, attendance and behavioral data, as well as formative evaluation and logs of unusual occurrences. Since the basic thrust of the evaluation design is a comparison between the half day program and the full day program, data about the half day classes 1-4 was considered together and compared with data from full day classes 5-8 that was also considered together.

The interim evaluation was designed largely upon the important yet limited data available through the questionnaires completed by parents, professional staff and aides in January 1983 and a review of the report cards for the second marking period. The

June evaluation was designed to be much more detailed in an attempt to firmly establish any differences in achievement between the full and half day classes as well as to identify any variables other than the length of the kindergarten day to which may be attributable any differences in achievement among the students. The variables to be analyzed (hopefully by a computer at one of the nearby universities) include the factors of age, sex, prescreening scores and preschool experience on which the students were matched for class assignments.

The majority of the meeting was then devoted to a discussion and analysis of the information on the questionnaires. Because the importance and the limitations of questionnaires as a method for gathering data were noted, and because the time factor was of such major significance in this pilot program, the Committee did break into three subgroups in order to examine more closely the purpose and limitations of the questionnaires, the subjective comments offered about time, and the schedules of the teachers and classes involved in this pilot program.

Finally the Committee entrusted to Dr. Gittelman the basic responsibility for compiling the interim report as well as for analyzing the report card data.

Next the Committee discussed any recommendations for a change in the pilot program that they might consider recommending to the Board as part of this interim report. Because of the parental dissatisfaction expressed about the experimental and control classes being housed in the same school community three options were reviewed:

1. Maintain the pilot program at the current four sites, in hopes that the problems experienced at those four buildings had already been resolved and that the programs could be even better developed there during the second year.

2. House the pilot program at only two sites next year, so that the full day program would be the sole program at those sites. Then house the control classes at sister schools, in hopes that there would be less community discord about the pilot, since no school community would be split by experimental and control classes at the same site.
3. House the pilot program as originally scheduled at four different sites next year in hopes that the program would remain credible, as explained to the public at various times throughout the course of this year and as originally directed by the Board in February, 1982.

After considering various aspects of possible community upset as well as budgetary considerations, the Committee agreed to recommend the third option.

Next the teachers on the committee discussed the report that they would give to all kindergarten teachers at the kindergarten teachers' workshop on February 22, 1983. In addition to explaining the findings discussed in committee today, the kindergarten teachers prepared a list of recommendations for any teachers who might be involved with the pilot program next year. In an effort "to learn from our mistakes" then, the teachers planned to offer to their yet to be chosen counterparts (who will be involved with the pilot next year) a summary of their ideas about necessary materials, scheduled snack times and use of the aide.

Dr. Gittelman again thanked the Committee for all of their efforts and time involved with this pilot program. Further she invited them all to be present at the presentation of the interim evaluation to the Board of Education in March, 1983.

The meeting was adjourned at 4:00 p.m.

PROGRAM IMPLEMENTATION

The interim evaluation began as the committee first reviewed the pilot program to determine if, in fact, it were implemented as designed. The committee reviewed the similarity/difference between students in the experimental and control classes, and the committee also reviewed the class schedules.

The Committee believes that the half day classes were well matched to the full day classes. The number of students, the number of boys, and the number of girls were comparable when considering the half day classes 1-4 as a group and the full day classes 5-8 as a group. There was also comparability on the mean score of children prescreened during the February registration. The mean score of students in the half day sections was 37, and the mean score of students in the full day sections was 38. (The scores on the kindergarten pre-screening test of children who registered after February, 1982 were not considered because of the age difference in later months.) Similarly there was comparability in the ages of the children in the half day and full day sections. The mean age in the half day sections was 63 months, and the mean age in the full day sections was 63.5 months.

The committee did note some difference, however, between the two kinds of classes in the number of children with preschool experience. This difference was not thought to be significant enough, however, to invalidate comparisons between the half and full day programs. On the average 11 children in the half day sections and 14 children in the full day sections had preschool experience. (The Committee recognized this difference as being understandable, however, since the parents of children who had no preschool experience could logically be expected to have chosen the half day kindergarten program for their children.)

There were also differences in the mean scores on the pretest of the California Test of Basic Skills Version U (CTBS-U). These differences were not thought to be great enough to bias the pilot

program, however. The Committee noted that the better pretest scores in the full day section may have been due to a better, less rushed testing environment in the full day sections, or it may have been due to some differences in classroom instruction already attributable to the differences in time after three weeks of school. The standard deviation for the CTBS-U is 21.06 and the difference in mean scores between the half day groups and the full day groups is 8 for the visual, 14 for the sound, 6 for the vocabulary, 4 for the oral, 5 for the total reading and 9 for the math sub-sections of the test.

The notation that there were no differences between the half and full day groups on the pre-screening test mean but there were differences between the two groups on the pretesting CTBS means was not surprising to the Committee, since the district prescreening test was designed and has always been recognized as valid and discriminatory only at the lower ability range whereas the CTBS is more of a standard achievement test.

There was no notable change in the number of parents who preferred full day kindergarten at the time of the preschool registration in February, 1982 and at the time for conferences in November, 1982. The Committee had no way of noting any actual changes of opinion in February, 1983 since the questionnaires were anonymous.

Finally there were no major differences noted between half and full day classes in the number of early withdrawals, but more than twice as many late entrants were registered into the full day classes.

CHARACTERISTICS OF PARTICIPANTS

| Classes | Total Students | a. Boys | b. Girls | Students with Pre-School Experience | Parents Who Preferred Full Day Kdg. | a. In Feb. 1982 | b. In Nov. 1982 | Students Age on 9/1/82 (in months) | Early Withdrawal | Late Entrants | Score on Pre-Kindergarten Screening Test Feb. 1982 | Less Late Comers | Score in Pre-Test of CTBS Visual | Sound | Vocabulary | Oral | Total Reading | Math/Conc/Appl. |
|----------|----------------|---------|----------|-------------------------------------|-------------------------------------|-----------------|-----------------|------------------------------------|------------------|---------------|--|------------------|----------------------------------|-------|------------|------|---------------|-----------------|
| 1 | 23 | 11 | 12 | 17 | 17 | 9 | 64 | 0 | 1 | 43 | 5 | 59 | 54 | 57 | 52 | 55 | 50 | |
| 2 | 21 | 8 | 13 | 7 | 7 | 9 | 63 | 1 | 0 | 34 | 5 | 58 | 50 | 44 | 57 | 49 | 49 | |
| 3 | 20 | 13 | 7 | 12 | 12 | 9 | 63 | 2 | 1 | 33 | 4 | 47 | 46 | 47 | 43 | 45 | 42 | |
| 4 | 23 | 12 | 11 | 9 | 9 | 14 | 63 | 0 | 0 | 37 | 10 | 50 | 33 | 40 | 47 | 45 | 36 | |
| Half Day | 22 | 11 | 11 | 11 | 11 | 19 | 63 | 1 | 0.5 | 37 | 6 | 54 | 46 | 47 | 48 | 49 | 44 | |
| all Mean | 22 | 11 | 11 | 12.5 | 12.5 | 19.5 | 63 | 1 | 1 | 38 | 7 | 58 | 53 | 50 | 50 | 51 | 49 | |
| Full Day | 22 | 11 | 12 | 14 | 14 | 20 | 63.5 | 0.5 | 1.5 | 38 | 8 | 62 | 60 | 53 | 52 | 54 | 53 | |
| 5 | 22 | 9 | 13 | 16 | 16 | 19 | 64 | 0 | 2 | 44 | 6 | 63 | 66 | 56 | 61 | 60 | 56 | |
| 6 | 21 | 10 | 11 | 14 | 14 | 20 | 64 | 2 | 0 | 35 | 8 | 59 | 54 | 50 | 51 | 52 | 52 | |
| 7 | 23 | 11 | 12 | 15 | 15 | 21 | 63 | 0 | 2 | 37 | 8 | 67 | 64 | 52 | 55 | 55 | 58 | |
| 8 | 23 | 13 | 10 | 10 | 10 | 20 | 63 | 0 | 2 | 37 | 8 | 58 | 49 | 47 | 42 | 45 | 44 | |

3.
R

KINDERGARTEN CLASS SCHEDULE

A review of the class schedules for the seven kindergarten teachers involved with the pilot program indicates that approximately four hours of instructional time and two hours of snack, rest, and play time were scheduled in the four pilot classes, as intended in the original design (and outlined on page six of the Interim Report from February, 1982). The chart below indicates the general allotments of time in both the half-day and full-day kindergarten classes.

| <u>Activities/Classes</u> | <u>Half Day</u> | <u>Full Day</u> |
|---|-----------------|-------------------------|
| Basic instructional time - with the kindergarten teacher | 100 min. | 220 min. |
| Misc. - morning exercises, money collections, etc. | 15 min. | 20 min. |
| Snack and rest | 20 min. | 15 min. |
| Clean up and preparation for dismissal | 15 min. | 15 min. |
| Lunch, free play, rest with the aide | 0 min. | 90 min. |
| Learning reinforcement activities with the aide (under the supervision of the kindergarten teacher) | 0 min. | 30 min. |
| TOTAL | 150 min. | 390 min. |
| Special classes during the week:
(Art, Music, Physical Education, Library, Guidance) | 95-110 min. | 95-110 min.
per week |

CLASS 1

| | |
|---------------|--|
| 9:05 - 9:15 | Miscellaneous Activities/Opening Exercises --
attendance, pledge, collection, discussion, music |
| 9:15 - 10:00 | Number/Reading Readiness |
| 10:00 - 10:35 | Break/Snack/Physical Education |
| 10:35 - 11:05 | Social Studies/Science/Health |
| 11:05 - 11:20 | Music/Story/Rhythms |
| 11:20 - 11:30 | Clean-up |

Specials

| | | |
|---------------|-----------|---------|
| 9:10 - 9:30 | Monday | Music |
| 9:10 - 9:40 | Wednesday | Library |
| 10:25 - 11:20 | Wednesday | PE |
| 9:10 - 9:40 | Thursday | Art |

6.

CLASS 2

| | |
|------------------|--|
| 9:00 - 9:30 a.m. | Miscellaneous Activities/Opening Exercises - attendance, pledge, collection, discussion, music |
| 9:30 - 10:15 | Reading/Math Readiness/Social Studies/Health/Science |
| 10:15 - 10:30 | Break/Snack/Physical Education |
| 10:30 - 11:00 | Reading/Math Readiness/Social Studies/Health/Science |
| 11:00 - 11:30 | Music/Clean-up |

Specials

| | | |
|---------------|----------|----------|
| 11:00 - 11:20 | Monday | Music |
| 10:25 - 11:15 | Tuesday | Art |
| 10:55 - 11:25 | Thursday | Library |
| 9:10 - 9:40 | Friday | PE |
| 10:10 - 10:35 | Friday | Guidance |

CLASS 3

| | |
|---------------|--|
| 8:50 - 9:00 | Miscellaneous Activities/Opening Exercises --
attendance, pledge, collection, discussion, music |
| 9:00 - 9:50 | Reading/Number Readiness |
| 9:50 - 10:20 | Break/Snack/Physical Education |
| 10:35 - 11:05 | Art/PE/Music/Social Studies |
| 11:05 - 11:20 | Language Arts/Story Discussion |

Specials

| | | |
|---------------|-----------|----------|
| 10:35 - 11:05 | Monday | Art |
| 10:35 - 11:05 | Tuesday | PE |
| 10:20 - 10:40 | Wednesday | Music |
| 9:10 - 9:40 | Thursday | Library |
| 10:55 - 11:25 | Thursday | Guidance |

8.

CLASS 4

| | |
|------------------|---|
| 1:05 - 1:15 p.m. | Miscellaneous activities/Opening Exercises
attendance, pledge, collection, discussion, music |
| 1:15 - 2:00 | Numbers/reading readiness |
| 2:00 - 2:35 | Break/Snack/Physical Education |
| 2:35 - 3:05 | Social Studies/Science/Health |
| 3:05 - 3:20 | Music Story/Rhythms |
| 3:20 - 3:30 | Clean-up |

Specials

| | | |
|-------------|-----------|-----------|
| 2:00 - 2:30 | Wednesday | Phys. Ed. |
| 1:25 - 2:05 | Thursday | Art |
| 2:40 - 3:00 | Friday | Music |

CLASS 5

| | |
|---------------|--|
| 9:00 - 9:15 | Miscellaneous Activities/Opening Exercises --
attendance, pledge, collection, discussion, music |
| 9:15 - 9:45 | Group Activity |
| 9:45 - 10:15 | Reading Readiness |
| 10:15 - 10:30 | Free Activities |
| 10:30 - 11:15 | Number Readiness |
| 11:15 - 1:30 | Lunch/playground/rest (story, poetry, records) |
| 1:30 - 1:45 | Social Studies |
| 1:45 - 2:30 | Science/Health/Safety |
| 2:30 - 2:45 | Break/Snack/Physical Education |
| 2:45 - 3:15 | Songs/Rhythms/Stories |
| 3:15 - 3:30 | Flag Salute/Clean-up |

Specials

| | | |
|--------------|-----------|---------|
| 2:55 - 3:15 | Monday | Music |
| 1:10 - 1:45* | Wednesday | Library |
| 2:55 - 3:20 | Wednesday | PE |
| 1:10 - 1:40 | Thursday | Art |

*Sept., Nov. Jan, Mar, May

1:45 - 2:05 - Oct., Dec., Feb., Apr., June

CLASS 6

| | |
|---------------|---|
| 9:00 - 9:30 | Miscellaneous activities/Opening Exercises--
attendance, pledge, collection, discussion, music |
| 9:30 - 10:15 | Reading readiness |
| 10:15 - 10:30 | Break/Snack/Physical Education |
| 10:30 - 10:45 | Rhythms |
| 10:45 - 11:30 | Number/Reading Readiness |
| 11:30 - 1:30 | Lunch/playground/rest (story, poetry, records) |
| 1:30 - 2:00 | Free activities |
| 2:00 - 2:30 | Social Studies/Science/Health/Safety |
| 2:30 - 2:50 | Physical Education |
| 2:50 - 3:15 | Music/Story |
| 3:15 - 3:30 | Clean-up |

Specials

| | | |
|-------------|-----------|----------|
| 2:55 - 3:20 | Monday | Library |
| 2:30 - 3:20 | Tuesday | Art |
| 2:25 - 2:45 | Wednesday | Music |
| 2:35 - 3:05 | Thursday | PE |
| 9:30 - 9:55 | Friday | Guidance |

CLASS 7

| | |
|---------------|--|
| 9:00 - 9:45 | Miscellaneous Activities/Opening Exercises --
attendance, pledge, collection, discussion, music |
| 9:45 - 10:30 | Reading Readiness |
| 10:30 - 10:45 | Break/Snack/Physical Education |
| 10:45 - 11:30 | Number Readiness |
| 11:30 - 12:00 | Reading Readiness |
| 12:00 - 1:30 | Lunch/playground/rest (story, poetry, records) |
| 1:30 - 2:00 | Art |
| 2:00 - 2:30 | Social Studies/Science |
| 2:30 - 2:45 | Physical Education |
| 2:45 - 3:00 | Health/Safety |
| 3:00 - 3:20 | Free activities |

Specials

| | | |
|---------------|-----------|----------|
| 1:15 - 1:45 | Monday | Art |
| 10:35 - 11:05 | Tuesday | PE |
| 11:15 - 11:30 | Wednesday | Library |
| 1:10 - 1:30 | Thursday | Music |
| 10:55 - 11:25 | Thursday | Guidance |

12.

CLASS 8

| | |
|------------------|---|
| 9:00 - 9:30 a.m. | Miscellaneous activities/Opening Exercises--
attendance, pledge, collection, discussion, music |
| 9:30 - 10:00 | Reading Readiness |
| 10:00 - 10:15 | Break/Snack/Physical Education |
| 10:15 - 11:00 | Math Readiness |
| 11:00 - 11:25 | Number Readiness Follow-up/ABC Paper |
| 11:30 - 1:00 | Lunch/playground/rest (story, poetry, records) |
| 1:00 - 1:45 | Social Studies/Science |
| 1:45 - 2:05 | Art |
| 2:05 - 2:25 | Break/Snack/Physical Education |
| 2:25 - 2:45 | Health/Safety |
| 2:45 - 3:20 | Free Activities |
| 3:20 - 3:30 | Clean-up |

Specials

| | | |
|---------------|-----------|--------------|
| 11:00 - 11:30 | Monday | Guidance |
| 9:45 - 10:05 | Tuesday | Music |
| 9:10 - 9:40 | Wednesday | Library |
| 2:00 - 2:30 | " | Physical Ed. |
| 12:35 - 1:15 | Thursday | Art |

EVALUATION DESIGN

Evaluation is a most important yet quite difficult task. The evaluation design for the full day kindergarten pilot program in Hamilton Township during the 1982-1983 school year is therefore complex. In fact the evaluation is designed in three stages as outlined below:

| | | |
|-----------------------|---|---------------|
| interim evaluation | - | February 1983 |
| full scale evaluation | - | June 1983 |
| final evaluation | - | February 1984 |

More specifically the evaluation design of the full day kindergarten pilot program includes an examination of six major areas: achievement, attitudes, attendance records, behavior records, formative assessment and unusual occurrences. How those areas were assessed and why certain methods of assessment were chosen are the subject of this section.

The first area to be examined is achievement. A measure was needed to assess achievement at the beginning of formal instruction and again at the end of instruction in kindergarten. At first, the committee hoped to develop an in-house Task Observation Assessment. The Task Observation Assessment was intended to measure achievement of curricular objectives through teacher observation of student performance in a variety of skills.

After recognizing some of the problems involved with the overwhelming task of distinguishing only certain skills to be assessed among the more than four-hundred objectives in the kindergarten curriculum, however, the committee decided not to develop a Task Observation Assessment instrument. Instead, the committee decided to use a standardized test of general academic achievement with proven validity and reliability in order to evaluate the kindergarten pilot program.

A search for an acceptable standardized achievement test was begun by the subcommittee on evaluation. Test bibliographies from the Educational Testing Service were reviewed. The Metropolitan Readiness Tests were eliminated from consideration because the level appropriate for beginning kindergarten did not include math readiness items. The subcommittee on evaluation then reduced their consideration to four potential batteries: the Test of Basic Experiences (TOBE), CIRCUS, Stanford Early School Achievement Test, and the Comprehensive Tests of Basic Skills Version U (CTBS-U). The TOBE was eliminated because it did not test learning achievement in kindergarten as much as it grossly measured a child's life experiences and familiarity with various concepts. The CIRCUS was eliminated because it seemed very difficult to administer without considerable teacher in-service. A number of direction booklets were involved which could create difficulty for teacher-proctors. The Stanford Early School Achievement Test was eliminated because it was new in 1982, and the subcommittee recognized that there are generally problems in scoring a test in the first year.

The CTBS-U had a number of positive features. Version U was the latest edition. Since it had been available in the fall of 1981, a year had passed for the problems to be eliminated. Being a relatively new test, however, race and sex bias required by recent affirmative action legislation were addressed. Additionally, the subcommittee was pleased to note that this test employed a method of scoring known as Item Response Theory. That method takes guessing and item discrimination into account, rather than merely arriving at a student score based on the number of correct responses, to provide more accurate descriptions of student performance than are otherwise possible.

Another positive feature of this test noted by the subcommittee was the ease of its administration. The directions are clear and the format of the directions is familiar to our teachers, since it resembles the California Achievement Test (CAT) format commonly

in use in this district. In addition, since the CTBS-U has 81 items and takes only 102 minutes to administer, the length of administration time was considered to be reasonable. (The kindergarten version of the CAT requires 161 minutes.)

Most importantly, the CTBS-U seemed to match our curriculum most closely. It was therefore similar to the originally envisioned Task Observation Assessment. It covers the areas of reading and math readiness necessarily addressed by our curriculum for first grade and generally "testable" at the primary level. Since it is a general achievement test, it also addresses the spectrum of abilities generally formed in the kindergarten classes of the district.

The Comprehensive Test of Basic Skills (Version U) was chosen then, as a standardized test to assess academic achievement in reading and math. The CTBS (Version U), Level A, was administered as a pre-test during the week of September 20, 1982, and it was scheduled for administration again as a post-test during the week of May 2, 1983.

Since the CTBS-U does not provide information about achievement in all of our curricular areas, however, the subcommittee recommended that data from the report card also be considered. The report card evaluates achievement in social development, physical development, creative expression, language, and work habits as well as math and reading readiness. The report card data on math and reading readiness also provides concurrent validity for the data from the CTBS-U. The report card data for the kindergarten classes of the pilot sites as recorded on February 2, 1983 and June 21, 1983 were scheduled for analysis.

Similarly since the California Achievement Test (CAT) is routinely administered to all kindergarten students in the district every Spring, the committee also agreed to review that data as part of the evaluation in June, 1983. The CAT is scheduled for administration during the week of March 21, 1983.

The full scale evaluation of June, 1983 was also designed to identify any correlation between achievement and background variables. Additionally to be considered as an achievement indicator in June, 1983, a Preschool Screening Test designed to identify high-risk academic students was administered to incoming kindergarten students as a part of kindergarten pre-registration in February 1982. The Preschool Screening Test data were scheduled for analysis in an attempt to identify any pre-requisite skills necessary for academic success in kindergarten. Since the Preschool Screening Test is already and routinely given as a part of kindergarten pre-registration, the administration of this test does not entail additional testing time. Further background information was also collected on each student to facilitate interpretation of evaluative data in June, 1983. Number of hours per week of experience in preschool (if any), name of preschool or Head Start at ages 2, 3 and/or 4, and parental preference for a full day or half day kindergarten program were collected on a Pre-Kindergarten Registration Data Form. The evaluation was designed also to identify any correlation between achievement and such background variables.

Attitudinal data was collected, too. Three questionnaires were designed to assess how parents, professional staff and aides involved with the Full Day Kindergarten Pilot Program perceive the program. The questionnaires were distributed in January, 1983. They were also scheduled for a second distribution in May, 1983. A questionnaire for first grade teachers and school principals was developed, too, for distribution during the 1983-1984 school year to those who will be responsible for the continued instruction of the students involved in the first year of the kindergarten pilot program.

The purpose and limitations of questionnaires as tools of evaluation must be understood. Questionnaires are designed to gather the perceptions of those involved. Although perceptions are subjective, they are real. They are based upon the individual's unique experiences and point of view. Because of

the selective nature of perceptions, they vary from person to person. It should also be noted that there is always some degree of disparity between perceptions of a situation and the situation itself.

In order to ascertain the validity of perceptions, therefore, it is necessary to poll a number of subgroups. If the perceptions from each subgroup are the same, then the perceptions can be considered validated. Such attitudinal data in conjunction with other data, (i.e. achievement, behavioral, attendance, etc.) can provide convergent validity for conclusions.

The third and fourth areas of the evaluation design are attendance and behavior records. Absences indicated on the report card were scheduled for analysis. Student behavior, as indicated by the comment section of the report card and logs from the pilot sites, was similarly scheduled for analysis.

The fifth area of the evaluation is formative assessment, or recommendations for improvement gathered through general commentary from those involved with the Full Day Kindergarten Pilot Program. Telephone calls, conferences, and meetings involving participants were sources of information for further consideration. Communication between the pilot sites and the director was constant so that potential problems could be quickly identified and addressed. Especially notable, however, were meetings with the principals and with the kindergarten teachers at the pilot sites on October 14, 1982. Those meetings yielded information about successes and problems encountered in the first six weeks of the program. Additionally, the Full Day Kindergarten Committee met on October 27, 1982 and February 18, 1983 for continued formative assessment.

The last area of consideration for the evaluation is the area of unusual occurrences. All professional staff involved with the pilot program were asked to keep a log noting any unusual events that occurred and could possibly be perceived as having an effect on the outcome of the study.

OUTLINE
of
KINDERGARTEN PILOT EVALUATION

February 1983

1. CTBS-U Pre-test
2. Report Card Data - February 1983
3. Questionnaire for Parents
4. Questionnaire for Kindergarten Teachers, Kindergarten Resource Teachers, and School Principals
5. Questionnaire for Aides
6. Formative Assessment Data
7. Logs of Unusual Occurrences

June 1983

1. CTBS-U Pre-and Post-tests
2. Report Card Data - February and June 1983
3. Questionnaire for Parents
4. Questionnaire for Kindergarten Teachers, Kindergarten Resource Teachers, and School Principals
5. Questionnaire for Aides
6. Formative Assessment Data
7. Logs of Unusual Occurrences
8. CAT Test
9. Miscellaneous Background Data on Students (age, sex, pre-school screening test score, pre-school experiences, and parents' preferences)

February 1984

1. CTBS-U Pre-test
2. Report Card Data - February 1984
Kindergarten classes at four current sites
First grade classes at four previous sites
3. Questionnaire for Parents
4. Questionnaire for Kindergarten Teachers, Kindergarten Resource Teachers, and School Principals
5. Questionnaire for Aides
6. Formative Assessment Data
7. Logs of Unusual Occurrences

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

QUESTIONNAIRES

In an effort to determine the attitudes of those most directly involved with the Full Day Kindergarten Pilot Program, questionnaires were sent to parents, principals, teachers, and aides at the four pilot sites as part of the evaluation process.

In sum 176 parental questionnaires were sent through the United States mail on January 3, 1983. Parents were asked to complete a questionnaire and return it in a self-addressed, stamped envelope by January 17, 1983. As of January 21, 1983, ninety questionnaires were tallied for a return rate of fifty-one percent.

(According to Dr. Paul a return rate of thirty-three percent is commonly acceptable for a typical research study.)

Thirty-five (39.5%) of the eighty-seven questionnaires sent to parents of students in the half day classes were returned. Fifty-five (62%) of the eighty-nine questionnaires sent to parents of students in the full day classes were returned. Although the rate of return was notably higher for the full day classes, the committee believes that the exceptionally high rates of return as well as the average of the two (51%) were all quite satisfactory.

Similarly thirty-eight questionnaires were sent to professional staff through inter-school mail on January 3, 1983. Staff members were asked to complete a questionnaire and return it directly to the Director of Elementary Education by January 17, 1983.

As of January 21, 1983 twenty-eight questionnaires were tallied for a seventy-four percent rate of return. All (100%) of the questionnaires sent to the four principals and seven kindergarten

teachers were returned. Additionally seventeen (63%) of the twenty-seven questionnaires sent to the resource teachers involved at the pilot sites were returned.

All (100%) five of the questionnaires sent to the aides were returned. Four of the aides were lunchroom/playground aides hired especially for the pilot, while one was a Dale Avenue aide regularly employed for the kindergarten class at one of the buildings.

Attached please find the total and the interpretative summaries of responses to those questionnaires.

CURR3

SUMMARY OF QUESTIONNAIRES
SENT AND RECEIVED
January 1983

QUESTIONNAIRES FOR PARENTS

| Questionnaires | Classes | Totals | | | | | | | | | | |
|----------------|---------|--------|-----|-----|-----|-------|-----|------|-----|-----|-----|-----|
| | | 1 | 2 | 3 | 4 | half | all | full | 5 | 6 | 7 | 8 |
| sent | | 23 | 21 | 20 | 23 | 87 | 176 | 89 | 22 | 21 | 23 | 23 |
| returned | | 17 | 8 | 4 | 6 | 35 | 90 | 55 | 13 | 11 | 19 | 12 |
| rate of return | | 74% | 38% | 20% | 26% | 39.5% | 51% | 62% | 59% | 52% | 83% | 52% |

QUESTIONNAIRES FOR PROFESSIONAL STAFF

| Questionnaires | Total | Principals | Kindergarten
Teachers | Resource
Teachers |
|----------------|-------|------------|--------------------------|----------------------|
| sent | 38 | 4 | 7 | 27 |
| returned | 28 | 4 | 7 | 17 |
| rate of return | 74% | 100% | 100% | 63% |

QUESTIONNAIRES FOR AIDES

| Questionnaires | Total |
|----------------|-------|
| sent | 5 |
| returned | 5 |
| rate of return | 100% |

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

KINDERGARTEN QUESTIONNAIRE FOR PARENTS

Dear Parent(s)/Guardian(s):

The Hamilton Township Schools Full-Day Kindergarten Pilot Program Committee would appreciate your anonymous response to this questionnaire. Please return it to the school district in the enclosed self-addressed, stamped envelope as soon as possible, but no later than January 17, 1983. You are encouraged to call your school principal or my office if you have any questions.

Thanking you in advance for your cooperation,

Virginia Gittelman, Ed.D.
Director of Elementary Education

PLEASE COMPLETE: Name of School: _____
Session: A.M. ____ P.M. ____ Full-day ____

- A. Please give us your opinion of the Hamilton Township kindergarten program by answering the following questions to the best of your ability:
1. Briefly describe the strengths of your child's kindergarten program.
 2. Briefly describe the weaknesses of your child's kindergarten program.
 3. Briefly describe how your child's kindergarten experiences could be improved.

- B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.
1. How has your child's ability to work and play with other children changed since attending kindergarten?
☐ My child has greatly improved.
☐ My child has improved a little.
☐ My child has not changed much.
 2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. ☐ Yes ☐ No
 3. How much do you believe your child has learned in kindergarten?
☐ My child has learned a great deal.
☐ My child has learned an average amount.
☐ My child has learned little.
 4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?
☐ My child gained much more confidence.
☐ My child gained a little more confidence.
☐ My child's confidence did not change much.
 5. How much of your child's total development in the last year would you say is from experiences in kindergarten?

| | |
|-------------------------------|---------------------------------|
| ☐ Most | ☐ Little |
| ☐ Some | ☐ None |
 6. Is it necessary for you to have someone care for your child all day because of other demands on your time? ☐ Yes ☐ No
 7. How has your child generally responded to the kindergarten program?

| | |
|------------------------------------|--------------------------------|
| ☐ Bored | ☐ Happy |
| ☐ Exhausted | ☐ Angry |
 8. If you had to choose now, which would you prefer for your child?
☐ Full-day kindergarten
☐ Half-day kindergarten

-3-

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

KINDERGARTEN QUESTIONNAIRE FOR AIDES

The Full-Day Kindergarten Pilot Program Committee would appreciate your responses to this questionnaire. Your anonymity is assured in the evaluative analysis. Please return it via interschool mail to Dr. Gittelman in the Department of Elementary Education as soon as possible but no later than January 17, 1983.

PLEASE COMPLETE:

School: _____
Lunchroom/Playground Aide _____
Dale Avenue Aide _____

A. Based on your own experience, please check a letter that best represents your opinion for each of the following statements:

- | | |
|----------------------|-------------------------|
| a. I strongly agree. | d. I disagree. |
| b. I agree. | e. I strongly disagree. |
| c. I am undecided. | |

 a b c d e

- | | | | | | |
|---|---|---|---|---|---|
| 1. The full-day kindergarten students adjusted quickly and easily to the lunchtime routine—the lines, trays, recess, rest, etc. | — | — | — | — | — |
| 2. The full-day kindergarten students benefited from the scheduled rest time. | — | — | — | — | — |
| 3. The full-day kindergarten students had difficulty getting involved in organized games. | — | — | — | — | — |
| 4. The full-day kindergarten students had difficulty adjusting to the aide's role. | — | — | — | — | — |
| 5. The full-day kindergarten students interact well with their peers. | — | — | — | — | — |
- B. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (use reverse side and/or attach additional pages if necessary).

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

26.

DEPARTMENT OF ELEMENTARY EDUCATION

KINDERGARTEN QUESTIONNAIRE FOR KINDERGARTEN TEACHERS,
KINDERGARTEN RESOURCE TEACHERS AND SCHOOL PRINCIPALS

The Full-Day Kindergarten Pilot Program Committee would appreciate your responses to this questionnaire. Your anonymity is assured in the evaluative analysis. Please return it via interschool mail to Dr. Gittelman in the Department of Elementary Education as soon as possible but no later than January 17, 1983.

PLEASE COMPLETE:

School: _____
Session: A.M. _____ P.M. _____ Full-day _____
Position: Principal _____
Kindergarten Teacher _____
Resource Teacher _____
(Specify area) art/guidance/vocal mus _____
H & PE/library/other _____

- A. Please give us your opinion of the Hamilton Township kindergarten program by answering the following questions to the best of your ability:
1. Briefly describe the strengths of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.
 2. Briefly describe the weaknesses of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.
 3. Briefly describe ways to remedy any weaknesses of the full-day kindergarten pilot program.
 4. Briefly describe any difference in the resources supplied to the experimental and control kindergarten classes in your school.

B. Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- | | |
|----------------------|-------------------------|
| a. I strongly agree. | d. I disagree. |
| b. I agree. | e. I strongly disagree. |
| c. I am undecided. | |

| | a | b | c | d | e |
|---|---|---|---|---|---|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | — | — | — | — | — |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | — | — | — | — | — |
| 3. At this point in time students in the half-day program seem better prepared for first grade than students in the full-day program. | — | — | — | — | — |
| 4. Full-day kindergarten students become more independent than half-day students. | — | — | — | — | — |
| 5. Half-day kindergarten students MASTER (not just cover) the same number of the skills on the kindergarten skills arrays as do full-day kindergarten students. | — | — | — | — | — |
| 6. The attention span of students in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | — | — | — | — | — |
| 7. Most of the kindergarten students this year are too emotionally immature to adjust to the full-day program without serious difficulties. | — | — | — | — | — |
| 8. Students in the half-day program are more challenged to develop their individual potential than students in the full-day program. | — | — | — | — | — |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | — | — | — | — | — |
| 10. Full-day kindergarten students have more opportunities than half-day kindergarten students to socialize with their peers. | — | — | — | — | — |
| 11. Full-day kindergarten students retain more of the curriculum than half-day kindergarten students. | — | — | — | — | — |
| 12. The majority of my kindergarten students are too tired in the afternoon to benefit from instruction. | — | — | — | — | — |
| 13. Full-day kindergarten students have difficulty handling the lunch time at school. | — | — | — | — | — |
| 14. Full-day kindergarten students have greater opportunity to participate in school-wide activities/programs. | — | — | — | — | — |
| 15. The listening skills of students in the half-day kindergarten program are better developed than those of students in the full-day kindergarten program. | — | — | — | — | — |

Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- | | | | |
|----|-------------------|----|----------------------|
| a. | I strongly agree. | d. | I disagree. |
| b. | I agree. | e. | I strongly disagree. |
| c. | I am undecided. | | |

| | a | b | c | d | e |
|--|---|---|---|---|---|
| 16. Custodial activities (e.g., lunch, additional rest, dressing, money collections, etc.), necessary to accommodate kindergarten students in the full-day program, make actual instructional time approximately equal to or less than that of the half-day program. | | | | | |
| 17. The half-day kindergarten program provides more effective instruction than the full-day kindergarten program. | | | | | |
| 18. The use of the 2 hour aide for the full-day program is satisfactory. | | | | | |
| 19. The pressure of time available to accomplish the kindergarten objectives is less upsetting to the students and teacher in the half-day program than to those in the full-day program. | | | | | |
| 20. It is more satisfying to teach one full-day kindergarten class than two half-day kindergarten sessions. | | | | | |

SEE REVERSE SIDE

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

- D. Please be sure that a copy of both sides of all your students' progress report cards are also forwarded to Dr. Gittelman as soon as they have been completed and returned to school with parents' comments (no later than one week after distribution).

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

KINDERGARTEN QUESTIONNAIRE FOR
FIRST GRADE TEACHERS AND SCHOOL PRINCIPALS

The Full-Day Kindergarten Pilot Program Committee would appreciate your responses to this questionnaire. Your anonymity is assured in the evaluative analysis. Please return it via interschool mail to Dr. Gittelman in the Department of Elementary Education as soon as possible but no later than _____.

PLEASE COMPLETE:

School: _____

Position: Teacher _____ Principal _____

- A. Please give us your opinion by answering the following questions based on observations of your first grade students this year, both those having a full-day kindergarten experience and those having a half-day kindergarten experience:
1. Briefly describe the strengths of first graders having a full-day kindergarten experience.
 2. Briefly describe the strengths of first graders having a half-day kindergarten experience.
 3. Briefly describe the weaknesses of first graders having a full-day kindergarten experience.
 4. Briefly describe the weaknesses of first graders having a half-day kindergarten experience.

- B. Based on your own experience, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree. d. I disagree.
b. I agree. e. I strongly disagree.
c. I am undecided.

| | a | b | c | d | e |
|--|---|---|---|---|---|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | — | — | — | — | — |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | — | — | — | — | — |
| 3. At this point in time, students who were in the half-day kindergarten program seem better prepared for first grade than students who were in the full-day kindergarten program. | — | — | — | — | — |
| 4. Half-day kindergarten students function more independently than full-day kindergarten students. | — | — | — | — | — |
| 5. Full-day kindergarten students demonstrate MASTERY (not just coverage) of more readiness skills than half-day kindergarten students. | — | — | — | — | — |
| 6. The attention span of students who were in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | — | — | — | — | — |
| 7. Full-day kindergarten students adjusted to first grade more quickly than half-day kindergarten students. | — | — | — | — | — |
| 8. Half-day kindergarten students have developed their individual potential more than full-day kindergarten students. | — | — | — | — | — |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | — | — | — | — | — |
| 10. Half-day kindergarten students are more excited about coming to first grade than full-day kindergarten students. | — | — | — | — | — |
| 11. Full-day kindergarten students seem to be bored with first grade material. | — | — | — | — | — |

Based on your own experience, please check a letter that best represents your opinion for each of the following statements:

- | | | | |
|----|-------------------|----|----------------------|
| a. | I strongly agree. | d. | I disagree. |
| b. | I agree. | e. | I strongly disagree. |
| c. | I am undecided. | | |

| | a | b | c | d | e |
|--|---|---|---|---|---|
| 12. There is no difference in the skills of half-day kindergarten students and full-day kindergarten students. | — | — | — | — | — |
| 13. I would rather have students enter my first grade classroom with a half-day kindergarten experience than with a full-day kindergarten experience. | — | — | — | — | — |
| 14. Full-day kindergarten students can follow directions better than half-day kindergarten students. | — | — | — | — | — |
| 15. Half-day kindergarten students seem to enjoy first grade more than full-day kindergarten students. | — | — | — | — | — |
| 16. Full-day kindergarten students have less difficulty with lunchtime than half-day kindergarten students. | — | — | — | — | — |
| 17. It is more satisfying to teach students who have attended the full-day kindergarten program than students who have attended the half-day kindergarten program. | — | — | — | — | — |

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

- D. Please be sure that a copy of both sides of all your students' progress report cards are also forwarded to Dr. Gittelman as soon as they have been completed and returned to school with parents' comments (no later than one week after distribution).

QUESTIONNAIRE FOR PARENTS

The majority of parents (over 80% of both half and full day classes) who responded to the questionnaire indicated that:

1. Their children have grown happily in cognitive and affective areas, at least partially as a result of their experiences in kindergarten;
2. The curriculum is a strength of the kindergarten program; and
3. The teacher is a strength of the kindergarten program.

About ten percent more parents of the full day students than parents of the half day students perceived cognitive and affective growth as a result of the kindergarten program. The ability of the teacher to manage the curriculum was perceived as a strength by more than half the parents of children in the kindergarten program.

The most notable weakness perceived by parents of students in the half day kindergarten program was the limited time. After more closely considering comments relative to time, the Committee noted that most parents of half day students wanted more time for instruction, while most parents of full day students expressed satisfaction with the additional time to implement the kindergarten curriculum.

Specific questions and responses follow:

A.

1. Briefly describe the strengths of your child's kindergarten program.

As a whole parents indicated curriculum as the primary strength of the kindergarten program. Thirty-five parents noted curriculum as a strength. Additionally it should be noted that 18 parents perceived the teacher as a strength of the program. Among responses from the half day classes 11 parents noted the curriculum, and 11 parents noted the teacher as strengths of the program. Considering the full day classes as a whole, 24 parents commented about curriculum, 16 commented about time or the pace of instruction, and 7 indicated the teacher as strengths of the program.

The Committee noted that these results show that the role of the teacher as a manager of time to implement the curriculum was perceived as much more important for the half day classes. The curriculum was seen as an obvious strength in both situations, although the additional time provided to the full day classes more clearly highlighted the importance of the more thoroughly implemented curriculum as a strength of the program.

2. Briefly describe the weaknesses of your child's kindergarten program.

Totally 26 parents indicated "none" as the major weakness of the program. Twenty-one parents noted time or pace as the greatest weakness of the program. Comments about time compared the full day and half day programs, indicated that lunch, nap and rest times were too long or too short, and recommended a time adjustment for a shorter day in September and October with a longer day near the end of the year and/or a 3:00 p.m. dismissal. (The Committee noted that there may be a need to inform parents more carefully about the kindergarten schedule, particularly about the meaning of "rest." Several parents erroneously seemed to believe that rest period means definite nap or sleep time, when in fact it can be better defined as "quiet relaxation" time.)

Considering the half day classes as a whole, 15 parents commented about time or pacing as the major weakness of the program. Four parents indicated curriculum as a weakness. Four parents indicated "none" as the weakness.

Considering the full day program as a whole, 22 parents from classes 5-8 indicated "none" as the major weakness of the program. Six parents commented about time or pacing, and five parents commented about the curriculum. (Comments about curriculum indicated that some parents perceived the need for more academics, while other parents perceived the need for more socialization at this level.)

3. Briefly describe how your child's kindergarten experiences could be improved.

Totally 17 parents indicated "none" as ideas for possible improvement of the kindergarten program, while an equal number of 17 parents commented upon the advisability of adjusting time to improve the kindergarten program. Thirteen parents indicated that there should be some change in curriculum. From the half day classes fifteen parents suggested that time be adjusted to improve the kindergarten program, and six parents suggested more individualization. From the full day classes fourteen parents indicated "none" as suggested improvements in the kindergarten program, and nine parents suggested a change in the curriculum.

The Committee believes that the comments in this section indicated a perceived need for additional time so that students could be afforded more individualized attention. These comments also indicated that those parents whose children had been granted additional time in kindergarten recommended change in the curriculum. In other words, parents most immediately seemed to want more time in the

kindergarten day, but parents of children given the additional time requested that the curriculum be changed to allow for more individualization of instruction.

B.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

| | | |
|-----------|---------------------------------|-------|
| <u>49</u> | My child has greatly improved. | (52%) |
| <u>28</u> | My child has improved a little. | (29%) |
| <u>18</u> | My child has not changed much. | (19%) |

Most parents agreed that their children's ability to work and play with other children has improved since attending kindergarten. Eighty-seven percent of the parents from the full day kindergarten classes and seventy-five percent of the parents from the half day kindergarten classes indicated improvement. The degree of improvement seemed greater to the parents of the full day kindergarten classes, as eighty-five percent of them indicated great improvement while only seventy-five percent of the half day kindergarten parents indicated great improvement.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child.

| | | | | | |
|-----------|-----|-------|----------|----|------|
| <u>86</u> | Yes | (91%) | <u>8</u> | No | (9%) |
|-----------|-----|-------|----------|----|------|

Parents of students in both the full and half day programs overwhelmingly indicated that the kindergarten program is well balanced in terms of the kinds of activities offered to their children. Ninety-three percent of the full day parents and ninety percent of the half day parents perceived balance.

3. How much do you believe your child has learned in kindergarten?

- 55 My child has learned a great deal. (59%)
31 My child has learned an average amount. (33%)
7 My child has learned little. (8%)

Again, parents of children in both the full and half day kindergarten agreed that their children had learned an average or better than average amount in the kindergarten. Ninety-six percent of the parents in the full day classes and eighty-seven percent of the parents in the half day classes indicated such learning. The degree of learning did seem greater to the parents of the full day classes, however, since seventy-six percent of them and only thirty-six percent of the half day kindergarten parents indicated that their children had learned a great deal.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

- 56 My child gained much more confidence. (60%)
27 My child gained a little more confidence. (29%)
9 My child's confidence did not change much. (10%)
(1 Lost confidence) - Written in (not an optional response)

Parents of students in both full and half day classes indicated that their child had gained more confidence in his or her ability since attending kindergarten. Ninety-one percent of the parents of students in the full day classes and eighty-seven percent of the parents of students in the half day classes indicated such confidence. Again, however, much more confidence was noted among the parents of children in the full day classes.

5. How much of your child's total development in the last year would you say is from experiences in kindergarten?

| | | | | | |
|-----------|------|-------|-----------|--------|-------|
| <u>40</u> | Most | (43%) | <u>10</u> | Little | (11%) |
| <u>43</u> | Some | (46%) | <u>0</u> | None | |

Parents of students in both the full day classes and the half day classes indicated that some or most of their child's total development was due to experiences in kindergarten. Ninety-five percent of the parents in the full day classes and eighty-five percent of the parents from the half day classes indicated such development. The degree to which parents attribute that development as a factor of a kindergarten experience was, however, greater among the parents of the full day classes. (Further the committee noted some possible confusion with the wording of this question. The phrase "in the last year" will be reworded to "since school began" in the next revision of this questionnaire for distribution in June, 1983 and January, 1984. The intention of the committee remains the same.)

6. Is it necessary for you to have someone care for your child all day because of other demands on your time?

| | | | | | |
|-----------|-----|-------|-----------|----|-------|
| <u>28</u> | Yes | (31%) | <u>61</u> | No | (69%) |
|-----------|-----|-------|-----------|----|-------|

No real difference was noted between the responses of parents from the full day kindergarten classes and parents from the half day kindergarten classes as thirty-five percent of the former and twenty-seven percent of the latter indicated that it is necessary for them to have someone else care for their child all day because of other demands on their time.

7. How has your child generally responded to the kindergarten program?

| | | | | | |
|----------|-----------|------|-----------|-------|-------|
| <u>4</u> | Bored | (4%) | <u>88</u> | Happy | (94%) |
| <u>1</u> | Exhausted | (1%) | <u>1</u> | Angry | (1%) |

An overwhelming majority of parents in both classes indicated that their child's general response to the kindergarten program is happy. Ninety-six percent of the full day kindergarten parents and ninety percent of the half day parents so responded.

8. If you had to choose now, which would you prefer for your child?

| | | |
|-----------|-----------------------|-------|
| <u>78</u> | Full-day kindergarten | (85%) |
| <u>14</u> | Half-day kindergarten | (15%) |

The majority of the parents indicated a preference for full day kindergarten. That preference was unanimous among parents of children in the full day kindergarten class. Among parents in the half day kindergarten classes 14 preferred the half day kindergarten experience. (It should be noted that the principals assigned into the half day kindergarten class all of the children whose parents requested half day kindergarten.)

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

Among "any other comments" about the kindergarten program there were 34 parents in favor of the full day program. Seven parents commented in favor of the half day program. Nine parents suggested that more academics be taught to those kindergarten children who are ready for same. Eight

parents indicated that there should not be an experimental and a control group in the same school. Five parents indicated a need for more social experiences in the kindergarten program.

Ten parents from the half day program commented in favor of the full day program. Seven commented in favor of the half day program. Seven commented on the need to avoid putting an experimental and a control group in the same school.

From the full day classes 27 parents commented in favor of the full day program. Eight suggested that more academics to be taught to those kindergarten children who are ready for same.

VGIT1

SUMMARY OF COMMENTS
for
Kindergarten Questionnaire for Parents

A1 Briefly describe the strengths of your child's kindergarten program.

| Comment | classes | Half | | | | Totals | | Full | 5 | 6 | 7 | 8 |
|-------------------|---------|------|---|---|---|--------|-------|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | (half) | (all) | (full) | | | | |
| curriculum | | 3 | 4 | 1 | 3 | 11 | 35 | 24 | 5 | 5 | 8 | 6 |
| teacher | | 9 | 0 | 1 | 1 | 11 | 18 | 7 | 0 | 3 | 1 | 3 |
| time/pace | | 0 | 1 | 1 | 0 | 2 | 18 | 16 | 3 | 3 | 9 | 1 |
| child's enjoyment | | 2 | 2 | 0 | 1 | 5 | 8 | 3 | 0 | 2 | 0 | 1 |
| individualization | | 2 | 1 | 0 | 0 | 3 | 5 | 2 | 0 | 0 | 1 | 1 |
| specialists | | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 |
| class size | | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| miscellaneous | | 1 | 2 | 0 | 0 | 3 | 8 | 5 | 2 | 1 | 1 | 1 |

A2 Briefly describe the weaknesses of your child's kindergarten program.

| | | | | | | | | | | | | |
|-------------------|--|---|---|---|---|----|----|----|---|---|---|---|
| none | | 1 | 1 | 1 | 1 | 4 | 26 | 22 | 4 | 5 | 8 | 5 |
| time/pace | | 8 | 5 | 0 | 1 | 14 | 19 | 5 | 0 | 0 | 5 | 0 |
| curriculum | | 1 | 0 | 1 | 2 | 4 | 9 | 5 | 0 | 2 | 0 | 3 |
| individualization | | 3 | 0 | 0 | 0 | 3 | 4 | 1 | 0 | 1 | 0 | 0 |
| class size | | 1 | 1 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 |
| miscellaneous | | 2 | 2 | 0 | 2 | 6 | 14 | 8 | 3 | 1 | 1 | 3 |

A3 Briefly describe how your child's kindergarten experiences could be improved.

| | | | | | | | | | | | | |
|---------------------------|--|---|---|---|---|----|----|----|---|---|---|---|
| adjust time/pace | | 8 | 6 | 0 | 1 | 15 | 17 | 2 | 1 | 0 | 1 | 0 |
| adjust curriculum | | 1 | 1 | 2 | 0 | 4 | 13 | 9 | 2 | 2 | 4 | 1 |
| more individualization | | 3 | 2 | 0 | 1 | 6 | 7 | 1 | 0 | 1 | 0 | 0 |
| smaller class size | | 2 | 1 | 0 | 0 | 3 | 6 | 3 | 0 | 1 | 0 | 2 |
| better facility/materials | | 3 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 |
| miscellaneous | | 1 | 0 | 0 | 4 | 5 | 10 | 5 | 0 | 0 | 4 | 1 |
| no suggestions | | 3 | 0 | 0 | 0 | 3 | 17 | 14 | 3 | 4 | 4 | 3 |

C Please add any other comments that might help us to evaluate and/or improve the kindergarten program.

| | | | | | | | | | | | | |
|--------------------------------------|--|---|---|---|---|----|----|----|---|---|---|---|
| favor full day kdg. | | 4 | 4 | 0 | 2 | 10 | 34 | 24 | 4 | 8 | 7 | 5 |
| more academics for those ready | | 0 | 0 | 1 | 0 | 1 | 9 | 8 | 3 | 0 | 3 | 2 |
| against pilot/control in same school | | 6 | 1 | 0 | 0 | 7 | 8 | 1 | 1 | 0 | 0 | 0 |
| favor half day program | | 6 | 1 | 0 | 0 | 7 | 7 | 0 | 0 | 0 | 0 | 0 |
| more social experiences | | 3 | 0 | 0 | 0 | 3 | 5 | 2 | 1 | 0 | 1 | 0 |
| miscellaneous | | 2 | 3 | 2 | 1 | 8 | 17 | 9 | 0 | 2 | 5 | 2 |

BEST COPY AVAILABLE

PARENTS' QUESTIONNAIRE

43.

Classes 1-8 TOTAL

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

49 My child has greatly improved.
28 My child has improved a little.
18 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 86 Yes 8 No

3. How much do you believe your child has learned in kindergarten?

55 My child has learned a great deal.
31 My child has learned an average amount.
7 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

56 My child gained much more confidence.
27 My child gained a little more confidence.
9 My child's confidence did not change much.
1 Lost confidence

5. How much of your child's total development in the last year would you say is from experiences in kindergarten?

40 Most 10 Little
43 Some 1 None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 28 Yes 61 No

7. How has your child generally responded to the kindergarten program?

4 Bored 88 Happy
1 Exhausted 1 Angry

8. If you had to choose now, which would you prefer for your child?

78 Full-day kindergarten
14 Half-day kindergarten

PARENTS' QUESTIONNAIRE

Classes 1-4 Half Day

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

13 My child has greatly improved.
17 My child has improved a little.
10 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 35 Yes 4 No

3. How much do you believe your child has learned in kindergarten?

14 My child has learned a great deal.
20 My child has learned an average amount.
5 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

15 My child gained much more confidence.
19 My child gained a little more confidence.
5 My child's confidence did not change much.

5. How much of your child's total development in the last year would you say is from experiences in kindergarten?

13 Most 6 Little
20 Some None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 10 Yes 27 No

7. How has your child generally responded to the kindergarten program?

3 Bored 35 Happy
1 Exhausted Angry

8. If you had to choose now, which would you prefer for your child?

25 Full-day kindergarten
14 Half-day kindergarten

Classes 5-8 Full Day

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

36 My child has greatly improved.
11 My child has improved a little.
8 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 51 Yes 4 No

3. How much do you believe your child has learned in kindergarten?

41 My child has learned a great deal.
11 My child has learned an average amount.
2 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

41 My child gained much more confidence.
8 My child gained a little more confidence.
4 My child's confidence did not change much.
1 Lost Confidence

5. How much of your child's total development in the last year would you say is from experiences in kindergarten?

27 Most 4 Little
23 Some None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 18 Yes 34 No

7. How has your child generally responded to the kindergarten program?

1 Bored 53 Happy
 Exhausted 1 Angry

8. If you had to choose now, which would you prefer for your child?

53 Full-day kindergarten
 Half-day kindergarten

PARENTS' QUESTIONNAIRE

46.

Class 1

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

4 My child has greatly improved.
6 My child has improved a little.
6 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 12 Yes 4 No

3. How much do you believe your child has learned in kindergarten?

4 My child has learned a great deal.
8 My child has learned an average amount.
4 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

5 My child gained much more confidence.
8 My child gained a little more confidence.
3 My child's confidence did not change much.

5. How much of your child's total development in the last year would you say is from experiences in kindergarten?

5 Most 4 Little
6 Some None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 5 Yes 10 No

7. How has your child generally responded to the kindergarten program?

1 Bored 15 Happy
 Exhausted Angry

8. If you had to choose now, which would you prefer for your child?

8 Full-day kindergarten
8 Half-day kindergarten

Class 2

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

6 My child has greatly improved.
5 My child has improved a little.
2 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 13 Yes No

3. How much do you believe your child has learned in kindergarten?

6 My child has learned a great deal.
6 My child has learned an average amount.
1 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

6 My child gained much more confidence.
6 My child gained a little more confidence.
1 My child's confidence did not change much.

5. How much of your child's total development in the last year would you say is from experiences in kindergarten?

4 Most 2 Little
8 Some None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 4 Yes 9 No

7. How has your child generally responded to the kindergarten program?

1 Bored 12 Happy
 Exhausted Angry

8. If you had to choose now, which would you prefer for your child?

9 Full-day kindergarten
4 Half-day kindergarten

Class 3

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

 1 My child has greatly improved.
 4 My child has improved a little.
 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 4 Yes No

3. How much do you believe your child has learned in kindergarten?

 3 My child has learned a great deal.
 1 My child has learned an average amount.
 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

 2 My child gained much more confidence.
 2 My child gained a little more confidence.
 My child's confidence did not change much.

5. How much of your child's total development in the last year would you say is from experiences in kindergarten?

 2 Most Little
 2 Some None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? Yes 3 No

7. How has your child generally responded to the kindergarten program?

 1 Bored 3 Happy
 Exhausted Angry

8. If you had to choose now, which would you prefer for your child?

 2 Full-day kindergarten
 2 Half-day kindergarten

PARENTS' QUESTIONNAIRE

Class 4

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

 2 My child has greatly improved.
 2 My child has improved a little.
 2 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 6 Yes No

3. How much do you believe your child has learned in kindergarten?

 1 My child has learned a great deal.
 5 My child has learned an average amount.
 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

 2 My child gained much more confidence.
 3 My child gained a little more confidence.
 1 My child's confidence did not change much.

5. How much of your child's total development in the last year would you say is from experiences in kindergarten?

 2 Most Little
 4 Some None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 1 Yes 5 No

7. How has your child generally responded to the kindergarten program?

 1 Bored 5 Happy
 Exhausted Angry

8. If you had to choose now, which would you prefer for your child?

 6 Full-day kindergarten
 Half-day kindergarten

Class 5

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

8 My child has greatly improved.
2 My child has improved a little.
3 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 12 Yes 1 No

3. How much do you believe your child has learned in kindergarten?

12 My child has learned a great deal.
1 My child has learned an average amount.
 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

10 My child gained much more confidence.
1 My child gained a little more confidence.
1 My child's confidence did not change much.
1 Lost Confidence

5. How much of your child's total development in the last year would you say is from experiences in kindergarten?

6 Most 1 Little
6 Some None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 3 Yes 9 No

7. How has your child generally responded to the kindergarten program?

 Bored 13 Happy
 Exhausted Angry

8. If you had to choose now, which would you prefer for your child?

11 Full-day kindergarten
2 Half-day kindergarten

PARENTS' QUESTIONNAIRE

Class 6

- B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

8 My child has greatly improved.
2 My child has improved a little.
1 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 11 Yes No

3. How much do you believe your child has learned in kindergarten?

6 My child has learned a great deal.
4 My child has learned an average amount.
 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

8 My child gained much more confidence.
3 My child gained a little more confidence.
 My child's confidence did not change much.

5. How much of your child's total development in the last year would you say is from experiences in kindergarten?

6 Most Little
5 Some None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 5 Yes 5 No

7. How has your child generally responded to the kindergarten program?

 Bored 10 Happy
 Exhausted 1 Angry

8. If you had to choose now, which would you prefer for your child?

11 Full-day kindergarten
 Half-day kindergarten

Class 7.

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

13 My child has greatly improved.
5 My child has improved a little.
1 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 18 Yes 1 No

3. How much do you believe your child has learned in kindergarten?

15 My child has learned a great deal.
4 My child has learned an average amount.
 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

15 My child gained much more confidence.
2 My child gained a little more confidence.
2 My child's confidence did not change much.

5. How much of your child's total development in the last year would you say is from experiences in kindergarten?

10 Most 1 Little
7 Some 1 None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 6 Yes 13 No

7. How has your child generally responded to the kindergarten program?

 Bored 19 Happy
 Exhausted Angry

8. If you had to choose now, which would you prefer for your child?

19 Full-day kindergarten
 Half-day kindergarten

PARENTS' QUESTIONNAIRE

Class 8

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

- 7 My child has greatly improved.
2 My child has improved a little.
3 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 10 Yes 2 No

3. How much do you believe your child has learned in kindergarten?

- 8 My child has learned a great deal.
2 My child has learned an average amount.
2 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

- 8 My child gained much more confidence.
2 My child gained a little more confidence.
1 My child's confidence did not change much.

5. How much of your child's total development in the last year would you say is from experiences in kindergarten?

- 5 Most 2 Little
5 Some None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 4 Yes 7 No

7. How has your child generally responded to the kindergarten program?

- 1 Bored 11 Happy
Exhausted Angry

8. If you had to choose now, which would you prefer for your child?

- 12 Full-day kindergarten
Half-day kindergarten

QUESTIONNAIRE FOR AIDES

It should be noted that while only four additional lunchroom/playground aides were budgeted for this pilot program, a fifth aide has been involved and was asked to respond to this questionnaire. One of the sites also has a Dale Avenue aide regularly involved with the kindergarten program.

A.

1. The aides unanimously agreed that the full day kindergarten students adjusted quickly and easily to the lunch time routine.
2. The aides unanimously agreed that the full day kindergarten students benefit from the scheduled rest time.
3. The aides unanimously disagreed that the full day kindergarten students had difficulty getting involved in organized games. Stated more positively the aides seemed to agree that the full day kindergarten students easily became involved in organized games.
4. The aides unanimously disagreed that the full day kindergarten students had difficulty adjusting to the aides' role. Stated more positively the aides seemed to agree that the full day kindergarten students easily adjusted to the aide's role.
5. Four of the five aides indicated that the full day kindergarten students interacted well with their peers. One disagreed, indicating that she may be experiencing some difficulties with discipline.

B.

The Committee believes that the only two comments offered by the aides are self-explanatory.

VGIT1

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

55.

DEPARTMENT OF ELEMENTARY EDUCATION

KINDERGARTEN QUESTIONNAIRE FOR AIDES

The Full-Day Kindergarten Pilot Program Committee would appreciate your responses to this questionnaire. Your anonymity is assured in the evaluative analysis. Please return it via interschool mail to Dr. Gittelman in the Department of Elementary Education as soon as possible but no later than January 17, 1983.

PLEASE COMPLETE:

School: _____

Lunchroom/Playground Aide _____

Dale Avenue Aide _____

- A. Based on your own experience, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree.
b. I agree.
c. I am undecided.

- d. I disagree.
e. I strongly disagree.

a b c d e

- | | | | | | |
|---|----------|----------|---|----------|----------|
| 1. The full-day kindergarten students adjusted quickly and easily to the lunchtime routine—the lines, trays, recess, rest, etc. | <u>5</u> | — | — | — | — |
| 2. The full-day kindergarten students benefited from the scheduled rest time. | <u>2</u> | <u>3</u> | — | — | — |
| 3. The full-day kindergarten students had difficulty getting involved in organized games. | — | — | — | <u>3</u> | <u>2</u> |
| 4. The full-day kindergarten students had difficulty adjusting to the aide's role. | — | — | — | <u>1</u> | <u>4</u> |
| 5. The full-day kindergarten students interact well with their peers. | <u>3</u> | <u>1</u> | — | <u>1</u> | — |
- B. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (use reverse side and/or attach additional pages if necessary).

I feel the students adjusted well to the full-day kindergarten program, but I also feel that the regular 3:30 school dismissal is a bit too long for these younger students. I think an hour or so earlier dismissal would be more effective.

A system of reward and/or punishment which the aide may utilize would be of great benefit. Also for the first couple of weeks of school the help of 2 older students to retrieve balls and/or other play equipment at which times the kindergarteners are able to do that themselves.

QUESTIONNAIRE FOR PROFESSIONAL STAFF

It is important to note that the attitudinal questionnaires were designed to insure an equal balance of positive statements and negative statements concerning full day kindergarten and half day kindergarten, so as to prevent the respondents from developing a response set (i.e. consistently agreeing/disagreeing without deliberation). The prevention of a response set increases the internal reliability of an instrument.

Unfortunately the Committee also noted that because of their desire not to weight the questionnaire either pro-full day or pro-half day, some statements elicited responses which were difficult to interpret. Staff disagreements were reported as negative statements which could not always be clearly reworded because converse statements may or may not be true and therefore could not be routinely inferred. If the converse of all items had been included, the questionnaires would have been increased to an unmanageable number of items. (It is difficult to get respondents to complete an overly lengthy questionnaire.)

The Committee noted that the professional staff generally favors the full day kindergarten program, although the staff did respond as undecided to several of the questions. That indecision was interpreted as a measure of the staff's desire to be honest, appreciating that it is too early in the program to determine all answers.

It should also be noted that as subgroups of the professional staff, the principals, the kindergarten teachers and the resource teachers sometimes perceived the situation differently.

A.

1. Briefly describe the strengths of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

As a total group the professional staff most frequently indicated time as a strength of the full day program. Fourteen (14) professional staff members noted time as a strength. Additionally, ten staff members identified less pressure of time as a strength of the full day program. Four principals commented about time and four commented about the less pressure of time. Seven kindergarten teachers commented about time and six noted that there was less pressure of time. Three resource teachers noted time as a strength of the full day program.

Additionally, nine of the ten miscellaneous comments about strengths of the full day program were made by the resource teachers who noted the children's independence, sense of social maturity, and better skill development as strengths of the full day program. The Committee noted that the resource teachers may be the most objective of the three groups. Further the Committee was surprised to note such differences already perceived as strengths of the full day program by the resource teachers.

2. Briefly describe the weaknesses of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

As a group the professional staff most frequently indicated comments about "some students" and comments about the length of the day as weaknesses of the full day program. Seven noted that the day was a little too long, particularly for

some students. The principals, the kindergarten teachers and the resource teachers alike identified "some students" as a weakness of the full day program. Additionally, the resource teachers noted the length of the day and "none" as weaknesses in the full day program. Similarly three of the kindergarten teachers noted length of the day and three noted preparation time for the kindergarten teacher as weaknesses of the full day program. The Committee noted that comments about preparation time were due to two unanticipated factors. The teachers experienced difficulty preparing in the kindergarten room while the students and aide continued to be present there. The full day kindergarten teacher missed the second lesson of the resource specialist during which time the half day kindergarten teacher could normally prepare. The Committee did note further, however, that despite these comments the kindergarten teachers still found it more satisfying to teach one group in the full day program than two groups with the half day program. (See Question B.20.)

3. Briefly describe ways to remedy any weaknesses of the full day kindergarten pilot program.

As a whole the professional staff most frequently commented about the need to adjust time as one possible way to improve the full day kindergarten program. Four of the kindergarten teachers and three of the resource staff recommended that there be a time adjustment in the full day kindergarten program. Additionally four of the professional staff commented that we screen students differently or make the full day program optional as a way of improving the pilot. Three of the four principals involved with the full day kindergarten program recommended that we not house an experimental and control group in the same building. (The Committee believes that this recommendation from the

principals is understandable since the principal more than anyone feels the pressure of a community split between the full and half day program.

4. Briefly describe any difference in the resources supplied to the experimental and control kindergarten classes in your school.

Fourteen of the professional staff indicated "none" in answer to resources between the full and half day program. Three principals further noted that the full day program included the resource of lunch time and carpeting in the full day kindergarten classrooms as differences in resources.

B.

1. The entire professional staff disagreed that half day kindergarten students interact better with their peers than full day kindergarten students. In other words, half day kindergarten students do not interact better with their peers than full day kindergarten students.
2. The professional staff as a whole, especially the principals and kindergarten teachers, agreed that the full day kindergarten program is better balanced than the half day kindergarten program in the kinds of activities offered to the students. Many of the resource teachers, however, remained undecided on this issue.
3. The professional staff disagreed that at this point in time students in the half day program seem better prepared for first grade than students in the full day program. All of the kindergarten teachers disagreed, while only some of the resource teachers and principals disagreed. Several of the latter two groups remained undecided. In other words, at this point in time students in the half day program do not seem better prepared for first grade than students in the full day program.

4. All three subgroups of the professional staff agreed that full day kindergarten students become more independent than half day students.
5. The professional staff as a whole remained undecided but kindergarten teachers disagreed that half day kindergarten students master the same number of skills on the kindergarten skills array as do the full day kindergarten students.
6. All three subgroups of the professional staff disagreed that the attention span of students in the half day kindergarten program is better developed than that of students in the full day kindergarten program. In other words, the attention span of students in the half day kindergarten program was not perceived as better developed than that of students in the full day kindergarten program.
7. All three subgroups of the professional staff disagreed that most of the kindergarten students this year are too emotionally immature to adjust to the full day program without serious difficulties. Stated more positively most of the kindergarten students this year were perceived to be emotionally mature enough to adjust to the full day program without serious difficulty.
8. All three subgroups of the professional staff disagreed that students in the half day program are more challenged to develop their individual potential than students in the full day program. In other words, students in the half day program are not more challenged to develop their individual potential than students in the full day program.

9. All three subgroups of the professional staff agreed that full day kindergarten should be expanded to other schools in Hamilton Township.
10. All three subgroups of the professional staff agreed that full day kindergarten students have more opportunities than half day kindergarten students to socialize with their peers.
11. The professional staff as a whole remained undecided about whether full day kindergarten students retain more of the curriculum than half day kindergarten students, although some, especially the kindergarten teachers, agreed that full day kindergarten students retain more of the kindergarten curriculum than half day kindergarten students.
12. All three subgroups of the professional staff disagreed that the majority of kindergarten students are too tired in the afternoon to benefit from instruction. Stated more positively, the majority of kindergarten students are alert enough in the afternoon to benefit from instruction.
13. All three subgroups of the professional staff disagreed that the full day kindergarten students have difficulty handling the lunch time at school. Stated more positively, the professional staff perceived that full day kindergarten students easily handle the lunch time at school.
14. All three subgroups of the professional staff agreed that full day kindergarten students have greater opportunity to participate in school-wide activities/programs.
15. The professional staff as a whole disagreed but the principals remained undecided about the statement that the listening skills of students in the half day kindergarten

program are better developed than those of students in the full day kindergarten program. Stated differently, the listening skills of students in the half day kindergarten program were not perceived to be better developed than those of students in the full day kindergarten program.

16. All three subgroups of the professional staff disagreed that custodial activities necessary to accommodate kindergarten students in the full day program make actual instructional time approximately equal to or less than that of the half day program. Stated more positively, the professional staff perceived that despite custodial activities necessary to accommodate kindergarten students in the full day program, there is actually more instructional time in the full day program than in the half day program.
17. All three subgroups of the professional staff disagreed that the half day kindergarten program provides more effective instruction than the full day kindergarten program. Stated differently, the half day kindergarten program does not provide more effective instruction than the full day kindergarten program in the opinion of the professional staff.
18. All three subgroups of the professional staff agreed that the use of the two hour aides for the full day program is satisfactory.
19. All three subgroups of the professional staff disagreed that the pressure of time available to accomplish the kindergarten objectives is less upsetting to the students and teacher in the half day program than to those in the full day program. Stated more positively, the pressure of time available to accomplish the kindergarten objectives is more upsetting to the students and teacher in the half day program than to those in the full day program.

20. While many of the principals and resource teachers remained undecided, the professional staff as a whole and the kindergarten teachers particularly agreed that it is more satisfying to teach one full day kindergarten class than two half day kindergarten classes.

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

There were no additional comments for major consideration except those of the resource staff. Six of the resource specialists noted that the full day kindergarten program should be expanded to all schools.

VGIT1

SUMMARY OF COMMENTS
for
Kindergarten Questionnaire for Professional Staff

1. Briefly describe the strengths of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

| Comments | Groups | Total | Principals | Kdg.
Teachers | Resource
Teachers |
|---|--------|-------|------------|------------------|----------------------|
| time/pace | | 14 | 4 | 7 | 3 |
| pressure | | 10 | 4 | 6 | 0 |
| miscellaneous | | 11 | 0 | 0 | 2 |
| (independence/social
maturity/academic
skill development) | | 9 | 0 | 0 | 9 |

2. Briefly describe the weaknesses of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

| | | | | |
|------------------|---|---|---|---|
| some students | 7 | 2 | 3 | 2 |
| length of day | 7 | 0 | 3 | 4 |
| preparation time | 3 | 0 | 3 | 0 |
| none | 5 | 1 | 0 | 4 |
| miscellaneous | 3 | 1 | 0 | 2 |

3. Briefly describe ways to remedy any weaknesses of the full-day kindergarten pilot program.

| | | | | |
|-------------------------|---|---|---|---|
| adjust time/pace | 8 | 0 | 4 | 4 |
| screen students | | | | |
| differently | 4 | 1 | 1 | 2 |
| eliminate pilot/control | | | | |
| at same site | 3 | 3 | 0 | 0 |
| miscellaneous | 2 | 0 | 2 | 0 |

4. Briefly describe any difference in the resources supplied to the experimental and control kindergarten classes in your school.

| | | | | |
|-------------------|----|---|---|---|
| none | 14 | 1 | 4 | 9 |
| lunch/carpet | 3 | 3 | 0 | 0 |
| other (furniture) | 1 | 0 | 1 | 0 |

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program.

| | | | | |
|-------------------------|---|---|---|---|
| expand full-day kinder- | | | | |
| garten to all schools | 6 | 0 | 0 | 6 |
| adjust schedule | 2 | 0 | 2 | 0 |
| miscellaneous | 6 | 0 | 4 | 2 |
| none | 4 | 4 | 0 | 0 |

B. Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree.
b. I agree.
c. I am undecided.

- d. I disagree.
e. I strongly disagree.

| | a | b | c | d | e |
|---|-----------|-----------|-----------|-----------|-----------|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | — | <u>1</u> | <u>3</u> | <u>20</u> | <u>5</u> |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | <u>8</u> | <u>8</u> | <u>6</u> | <u>2</u> | — |
| 3. At this point in time students in the half-day program seem better prepared for first grade than students in the full-day program. | — | <u>2</u> | <u>7</u> | <u>10</u> | <u>8</u> |
| 4. Full-day kindergarten students become more independent than half-day students. | <u>4</u> | <u>14</u> | <u>5</u> | <u>5</u> | — |
| 5. Half-day kindergarten students MASTER (not just cover) the same number of the skills on the kindergarten skills arrays as do full-day kindergarten students. | — | <u>6</u> | <u>8</u> | <u>5</u> | <u>4</u> |
| 6. The attention span of students in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | — | <u>2</u> | <u>7</u> | <u>16</u> | <u>4</u> |
| 7. Most of the kindergarten students this year are too emotionally immature to adjust to the full-day program without serious difficulties. | — | — | <u>4</u> | <u>11</u> | <u>12</u> |
| 8. Students in the half-day program are more challenged to develop their individual potential than students in the full-day program. | — | — | <u>4</u> | <u>16</u> | <u>6</u> |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | <u>13</u> | <u>13</u> | <u>3</u> | — | — |
| 10. Full-day kindergarten students have more opportunities than half-day kindergarten students to socialize with their peers. | <u>13</u> | <u>10</u> | <u>1</u> | <u>2</u> | — |
| 11. Full-day kindergarten students retain more of the curriculum than half-day kindergarten students. | <u>5</u> | <u>7</u> | <u>14</u> | <u>1</u> | — |
| 12. The majority of my kindergarten students are too tired in the afternoon to benefit from instruction. | <u>1</u> | <u>2</u> | <u>2</u> | <u>14</u> | <u>2</u> |

Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree.
b. I agree.
c. I am undecided.

- d. I disagree.
e. I strongly disagree.

| | a | b | c | d | e |
|--|-----------|-----------|----------|-----------|-----------|
| 13. Full-day kindergarten students have difficulty handling the lunch time at school. | — | <u>1</u> | <u>3</u> | <u>4</u> | <u>9</u> |
| 14. Full-day kindergarten students have greater opportunity to participate in school-wide activities/programs. | <u>12</u> | <u>11</u> | <u>1</u> | <u>2</u> | — |
| 15. The listening skills of students in the half-day kindergarten program are better developed than those of students in the full-day kindergarten program. | — | <u>2</u> | <u>4</u> | <u>17</u> | <u>3</u> |
| 16. Custodial activities (e.g., lunch, additional rest, dressing, money collections, etc.), necessary to accommodate kindergarten students in the full-day program, make actual instructional time approximately equal to or less than that of the half-day program. | — | — | <u>2</u> | <u>7</u> | <u>12</u> |
| 17. The half-day kindergarten program provides more effective instruction than the full-day kindergarten program. | — | — | <u>3</u> | <u>11</u> | <u>10</u> |
| 18. The use of the 2 hour aide for the full-day program is satisfactory. | <u>4</u> | <u>9</u> | <u>2</u> | <u>2</u> | <u>1</u> |
| 19. The pressure of time available to accomplish the kindergarten objectives is less upsetting to the students and teacher in the half-day program than to those in the full-day program. | <u>1</u> | — | <u>3</u> | <u>8</u> | <u>11</u> |
| 20. It is more satisfying to teach one full-day kindergarten class than two half-day kindergarten sessions. | <u>7</u> | <u>3</u> | <u>6</u> | <u>3</u> | — |

PRINCIPALS' QUESTIONNAIRE

- B. Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree. d. I disagree.
 b. I agree. e. I strongly disagree.
 c. I am undecided.

| | a | b | c | d | e |
|---|----------|----------|----------|----------|----------|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | — | <u>1</u> | — | <u>2</u> | <u>1</u> |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | <u>1</u> | <u>2</u> | — | <u>1</u> | — |
| 3. At this point in time students in the half-day program seem better prepared for first grade than students in the full-day program. | — | — | <u>2</u> | <u>2</u> | — |
| 4. Full-day kindergarten students become more independent than half-day students. | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> | — |
| 5. Half-day kindergarten students MASTER (not just cover) the same number of the skills on the kindergarten skills arrays as do full-day kindergarten students. | — | <u>1</u> | <u>2</u> | — | <u>1</u> |
| 6. The attention span of students in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | — | — | <u>2</u> | <u>2</u> | — |
| 7. Most of the kindergarten students this year are too emotionally immature to adjust to the full-day program without serious difficulties. | — | — | — | <u>2</u> | <u>2</u> |
| 8. Students in the half-day program are more challenged to develop their individual potential than students in the full-day program. | — | — | — | <u>3</u> | — |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | <u>3</u> | <u>1</u> | — | — | — |
| 10. Full-day kindergarten students have more opportunities than half-day kindergarten students to socialize with their peers. | <u>4</u> | — | — | — | — |
| 11. Full-day kindergarten students retain more of the curriculum than half-day kindergarten students. | — | — | <u>4</u> | — | — |
| 12. The majority of my kindergarten students are too tired in the afternoon to benefit from instruction. | <u>1</u> | — | — | <u>1</u> | <u>1</u> |

Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree. d. I disagree.
b. I agree. e. I strongly disagree.
c. I am undecided.

| | a | b | c | d | e |
|--|---|---|---|---|---|
| 13. Full-day kindergarten students have difficulty handling the lunch time at school. | — | — | — | — | 4 |
| 14. Full-day kindergarten students have greater opportunity to participate in school-wide activities/programs. | 2 | 1 | — | 1 | — |
| 15. The listening skills of students in the half-day kindergarten program are better developed than those of students in the full-day kindergarten program. | — | — | 2 | 1 | — |
| 16. Custodial activities (e.g., lunch, additional rest, dressing, money collections, etc.), necessary to accommodate kindergarten students in the full-day program, make actual instructional time approximately equal to or less than that of the half-day program. | — | — | — | — | 4 |
| 17. The half-day kindergarten program provides more effective instruction than the full-day kindergarten program. | — | — | — | — | 4 |
| 18. The use of the 2 hour aide for the full-day program is satisfactory. | 3 | 1 | — | — | — |
| 19. The pressure of time available to accomplish the kindergarten objectives is less upsetting to the students and teacher in the half-day program than to those in the full-day program. | — | — | — | 1 | 3 |
| 20. It is more satisfying to teach one full-day kindergarten class than two half-day kindergarten sessions. | 1 | 1 | 2 | — | — |

KINDERGARTEN TEACHERS QUESTIONNAIRE

B. Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- | | |
|----------------------|-------------------------|
| a. I strongly agree. | d. I disagree. |
| b. I agree. | e. I strongly disagree. |
| c. I am undecided. | |

| | a | b | c | d | e |
|---|---|---|---|---|---|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | — | — | — | 7 | — |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | 4 | 3 | — | — | — |
| 3. At this point in time students in the half-day program seem better prepared for first grade than students in the full-day program. | — | — | — | 3 | 4 |
| 4. Full-day kindergarten students become more independent than half-day students. | — | 6 | — | 1 | — |
| 5. Half-day kindergarten students MASTER (not just cover) the same number of the skills on the kindergarten skills arrays as do full-day kindergarten students. | — | 1 | 1 | 3 | 2 |
| 6. The attention span of students in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | — | — | 1 | 4 | 2 |
| 7. Most of the kindergarten students this year are too emotionally immature to adjust to the full-day program without serious difficulties. | — | — | — | 3 | 4 |
| 8. Students in the half-day program are more challenged to develop their individual potential than students in the full-day program. | — | — | — | 4 | 3 |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | 6 | 1 | — | — | — |
| 10. Full-day kindergarten students have more opportunities than half-day kindergarten students to socialize with their peers. | 5 | 1 | — | 1 | — |
| 11. Full-day kindergarten students retain more of the curriculum than half-day kindergarten students. | 4 | 1 | 1 | 1 | — |
| 12. The majority of my kindergarten students are too tired in the afternoon to benefit from instruction. | — | — | — | 4 | 1 |

Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree.
b. I agree.
c. I am undecided.

- d. I disagree.
e. I strongly disagree.

| | a | b | c | d | e |
|--|----------|----------|----------|----------|----------|
| 13. Full-day kindergarten students have difficulty handling the lunch time at school. | — | — | <u>1</u> | — | <u>4</u> |
| 14. Full-day kindergarten students have greater opportunity to participate in school-wide activities/programs. | <u>6</u> | <u>1</u> | — | — | — |
| 15. The listening skills of students in the half-day kindergarten program are better developed than those of students in the full-day kindergarten program. | — | — | <u>1</u> | <u>5</u> | <u>1</u> |
| 16. Custodial activities (e.g., lunch, additional rest, dressing, money collections, etc.), necessary to accommodate kindergarten students in the full-day program, make actual instructional time approximately equal to or less than that of the half-day program. | — | — | — | <u>1</u> | <u>5</u> |
| 17. The half-day kindergarten program provides more effective instruction than the full-day kindergarten program. | — | — | — | <u>2</u> | <u>5</u> |
| 18. The use of the 2 hour aide for the full-day program is satisfactory. | <u>1</u> | <u>2</u> | — | — | <u>1</u> |
| 19. The pressure of time available to accomplish the kindergarten objectives is less upsetting to the students and teacher in the half-day program than to those in the full-day program. | — | — | — | — | <u>7</u> |
| 20. It is more satisfying to teach one full-day kindergarten class than two half-day kindergarten sessions. | <u>4</u> | <u>1</u> | <u>1</u> | — | — |

RESOURCE TEACHERS' QUESTIONNAIRE

71.

B. Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- | | |
|----------------------|-------------------------|
| a. I strongly agree. | d. I disagree. |
| b. I agree. | e. I strongly disagree. |
| c. I am undecided. | |

| | a | b | c | d | e |
|---|---|----|---|----|---|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | — | — | 3 | 11 | 4 |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | 3 | 3 | 6 | 1 | — |
| 3. At this point in time students in the half-day program seem better prepared for first grade than students in the full-day program. | — | 2 | 5 | 5 | 4 |
| 4. Full-day kindergarten students become more independent than half-day students. | 3 | 7 | 4 | 3 | — |
| 5. Half-day kindergarten students MASTER (not just cover) the same number of the skills on the kindergarten skills arrays as do full-day kindergarten students. | — | 4 | 5 | 2 | 1 |
| 6. The attention span of students in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | — | 2 | 4 | 10 | 2 |
| 7. Most of the kindergarten students this year are too emotionally immature to adjust to the full-day program without serious difficulties. | — | — | 4 | 6 | 6 |
| 8. Students in the half-day program are more challenged to develop their individual potential than students in the full-day program. | — | — | 4 | 9 | 3 |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | 4 | 11 | 3 | — | — |
| 10. Full-day kindergarten students have more opportunities than half-day kindergarten students to socialize with their peers. | 4 | 9 | 1 | 1 | — |
| 11. Full-day kindergarten students retain more of the curriculum than half-day kindergarten students. | 1 | 6 | 9 | — | — |
| 12. The majority of my kindergarten students are too tired in the afternoon to benefit from instruction. | — | 2 | 2 | 9 | — |

Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree.
b. I agree.
c. I am undecided.

- d. I disagree.
e. I strongly disagree.

| | a | b | c | d | e |
|--|----------|----------|----------|-----------|----------|
| 13. Full-day kindergarten students have difficulty handling the lunch time at school. | — | <u>1</u> | <u>2</u> | <u>4</u> | <u>1</u> |
| 14. Full-day kindergarten students have greater opportunity to participate in school-wide activities/programs. | <u>4</u> | <u>9</u> | <u>1</u> | <u>1</u> | — |
| 15. The listening skills of students in the half-day kindergarten program are better developed than those of students in the full-day kindergarten program. | — | <u>2</u> | <u>1</u> | <u>11</u> | <u>2</u> |
| 16. Custodial activities (e.g., lunch, additional rest, dressing, money collections, etc.), necessary to accommodate kindergarten students in the full-day program, make actual instructional time approximately equal to or less than that of the half-day program. | — | — | <u>2</u> | <u>6</u> | <u>3</u> |
| 17. The half-day kindergarten program provides more effective instruction than the full-day kindergarten program. | — | — | <u>3</u> | <u>9</u> | <u>1</u> |
| 18. The use of the 2 hour aide for the full-day program is satisfactory. | — | <u>6</u> | <u>2</u> | <u>2</u> | — |
| 19. The pressure of time available to accomplish the kindergarten objectives is less upsetting to the students and teacher in the half-day program than to those in the full-day program. | <u>1</u> | — | <u>3</u> | <u>7</u> | <u>1</u> |
| 20. It is more satisfying to teach one full-day kindergarten class than two half-day kindergarten sessions. | <u>2</u> | <u>1</u> | <u>3</u> | <u>3</u> | — |

LOGS OF THE KINDERGARTEN PROGRAM AT THE FOUR SITES

The Committee reviewed summaries of logs submitted from the four school sites.

While the professional staff at School A believed that the program was quite successful, an overriding concern was expressed during the first marking period by those parents of students in the half day group who felt that their children were being denied an important opportunity granted to students in the full day section. Many of those parents were concerned about the future grouping of these two classes of children, particularly grouping next year in the first grade. They worried that students in the full day kindergarten would be placed in the more advanced first grade reading and math groups, while students in the half day section would be placed in the lower first grade reading and math groups.

Additionally they noted that the attempt to match students for the study failed to note as a factor the number or order of siblings in the students' families. One parent developed a very detailed list of questions about the pilot program before the design had in fact been finalized in committee. Both the principal and the director responded to those questions and concerns, but many of the parents from the half day class remained dissatisfied with the fairness of the pilot program.

The full day kindergarten teacher at that school believes that her students have been more creative this year than they had been traditionally, although again no concrete proof was available to support this belief. Additionally she noted that students in her class complained frequently of upset stomachs in the afternoon.

The most notable entry in the log of School B was an indication that the full day kindergarten enjoyed one hundred percent attendance at the parent-teacher conferences scheduled during the

fall of 1982. That percentage was contrasted with the traditional eighty to eighty-five percent attendance for that kindergarten class. No parental dissatisfaction was noted at School B.

At School C the program was also well received by the community. Not until late fall 1982 did a parent complain because her child was assigned to the half day class instead of the full day class that she had preferred.

The full day kindergarten teacher believed that attendance was better this year than it had been traditionally in her classes, but she could offer no firm statistics to support that belief except that no communicable diseases or serious illnesses were apparent among the students. Further she noted that social development seemed to be progressing at a more rapid rate than generally experienced among her kindergarten students of previous years. The students seemed to be forming more friendships out of their immediate neighborhoods, some were staying overnight with friends, and some were forming cliques. She also noted as unusual the fact that to date there had been two referrals to the Child Study Team from her class.

The principal noted a forty percent increase in kindergarten enrollment, from 30 in June, 1982 to 42 in September, 1982. (The kindergarten class of 1981-1982, now the first grade class at that school, numbers 27.) Additionally he noted that the full day kindergarten teacher seemed especially pleased with her students.

At School D the most notably entry from the school log was the number of complaints and special requests heard from parents who had indicated a preference for the full day program but whose children had been assigned to the half day class. Additionally the principal believed that discipline among kindergarten students in both classes was a greater concern this year than traditionally at that building.

The teacher of the full day class noted her concerns this year about the dissatisfaction with the kindergarten curriculum expressed by parents of higher achieving students, the differences in students' preparation for kindergarten, and the differences in methodology among the kindergarten teachers throughout the district. Additionally, the pretesting at School D did create a concern, since so many of the children there seemed frustrated by that experience in September. More positively, parents from both the full and half day classes at that school volunteered their services as classroom aides a few hours each week.

The director's log indicated that both teachers and principals at the four pilot sites were generally satisfied with the program from its inception through this interim evaluation. The program was controversial, however, among members of the community. Several parents had called the director as early as February, 1982 to voice either strong opposition or support of full day kindergarten classes for their children. The Trenton Times published a feature article on Full Day Kindergarten, highlighting the Hamilton Township School District.

Because of frequently voiced interest from the various members of our school community, the director addressed the District Parent Teachers Association (PTA) Council, sent copies of all committee meeting minutes and reports to the President of the Hamilton Township Education Association (HTEA), met with all the kindergarten teachers in the district, and frequently provided progress reports to the elementary principals and colleagues in the Central Office in an attempt to keep all informed about the Full Day Kindergarten Pilot Program.

Because so much interest in kindergarten was apparent in the district, the Director of Elementary Education met with the Director of Curriculum and Instruction in order to form a

kindergarten curriculum review committee, too. That committee, chaired by Anita Usmiani, is expected to report later this Spring about the need for any revision in our kindergarten curriculum or instruction, whether the district standard is full or half day classes.

Additionally the director noted that other communities had heard of this study and were quite interested in it. The Mercer County Principals and Supervisors Association, the New Jersey Principals and Supervisors Association, Lawrence Township Schools, Burlington City School District, Ewing Township School District, and West Paterson School District had all formally requested detailed information. Additionally someone from the Hopewell School District inquired about the program.

The committee concluded that there is considerable and growing interest in full day kindergarten. The issue remains controversial, however, since most people seem totally for or against the concept.

VGIT1

The teacher of the full day class noted her concerns this year about the dissatisfaction with the kindergarten curriculum expressed by parents of higher achieving students, the differences in students' preparation for kindergarten, and the differences in methodology among the kindergarten teachers throughout the district. Additionally, the pretesting at School D did create a concern, since so many of the children there seemed frustrated by that experience in September. More positively, parents from both the full and half day classes at that school volunteered their services as classroom aides a few hours each week.

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The committee concluded that there is considerable and growing interest in full day kindergarten. The issue remains controversial, however, since most people seem totally for or against the concept.

VGIT1

REPORT CARDS

Because no grades are recorded for any kindergarten students in the district during the first marking period, the committee could not begin to note any possible difference in achievement between full and half day classes until the end of the second marking period.

The following chart summarizes the students' achievement and attendance in kindergarten as evidenced through report card grades in February, 1983.

Each student could potentially be graded in sixty-seven areas. It must be noted, however, that some teachers did not grade every area for every student, and that some teachers recorded two grades for some areas that can be seen as related skills (i.e. participates in singing and rhythmic activities).

There is some difference in the second marking period grades of kindergarten students in the full and half day classes. The mean number of students graded "accomplished" (✓) in the full day classes was 73% while the mean number of students with the same grade in the half day classes was 64%. The mean number of students graded "progressing" (P) in the full day classes was 20.5% while the mean number of students with the same grade in the half day classes was 19%. The mean number of students graded "needs improvement" in the full day classes was 2.5% while the mean number of students with the same grade in the half day classes was 10%. The mean number of students graded "does not apply at this time" (0) in the full day classes was 3% while the mean number of students with the same grade in the half day classes was 6.5%.

More accomplishment was recorded for students in the full day classes than for students in the half day classes. Similarly less need for improvement was recorded for students in the full day classes, and less skills were recorded as not applying at this time in the full day classes. Considering the large number of grades possible, the difference in percentage points between

the full and half day classes can be noted as educationally significant. (Statistical significance will not be determined until the full scale evaluation in June, 1983.)

No difference in attendance was apparent between students in the full and half day classes. Attendance was considered as satisfactory in all eight kindergarten classes.

There was no notable difference between the half and full day students in the number of comments about behavior recorded on their report cards. There were twenty-five such comments for the half day students (14 boys and 11 girls) and twenty-eight such comments for the full day students (17 boys and 11 girls).

SUMMARY OF REPORT CARD GRADES

FEBRUARY 1983

79. R

| Grades | Classes | TOTALS | | | | | | | | | | |
|--|---------|--------|------|------|------|------|-------|-------|------|------|------|------|
| | | 1 | 2 | 3 | 4 | Half | All | Full | 5 | 6 | 7 | 8 |
| 1. Number of students | | 23 | 21 | 20 | 23 | 87 | 176 | 89 | 22 | 21 | 23 | 23 |
| Late Entrants | | 1 | 0 | 1 | 0 | 2 | 7 | 5 | 2 | 0 | 2 | 1 |
| Early Withdrawals | | 0 | 1 | 2 | 0 | 3 | 5 | 2 | 0 | 2 | 0 | 0 |
| 2. Number of students' grades possible | | 1474 | 1407 | 1273 | 1541 | 5695 | 11591 | 5896 | 1474 | 1407 | 1541 | 1474 |
| Number of boys' grades possible | | 737 | 603 | 536 | 804 | 2680 | 5293 | 2613 | 536 | 469 | 737 | 670 |
| Number of girls' grades possible | | 737 | 804 | 737 | 737 | 3015 | 6298 | 3283 | 871 | 871 | 804 | 737 |
| Number of students' grades recorded | | 1474 | 1386 | 1272 | 1541 | 5673 | 11552 | 5879 | 1474 | 1373 | 1539 | 1493 |
| Percentage of students' grades recorded | | 100% | 99% | 100% | 100% | 100% | 100% | 100% | 100% | 98% | 100% | 101% |
| 3. Number of students' grades that were ✓'s | | 1189 | 795 | 653 | 1044 | 3681 | 8007 | 4326 | 1160 | 772 | 1146 | 1248 |
| Number of boys' grades that were ✓'s | | 563 | 320 | 235 | 490 | 1608 | 3432 | 1824 | 464 | 211 | 567 | 582 |
| Percentage of boys' grades that were ✓'s | | 76% | 53% | 44% | 61% | 59% | 63% | 68% | 77% | 39% | 77% | 79% |
| Number of girls' grades that were ✓'s | | 626 | 475 | 418 | 554 | 2073 | 4575 | 2502 | 696 | 561 | 579 | 666 |
| Percentage of girls' grades that were ✓'s | | 85% | 59% | 57% | 75% | 69% | 73% | 77% | 80% | 64% | 72% | 90% |
| Percentage of students' grades that were ✓'s | | 81% | 57% | 51% | 68% | 64% | 69% | 73% | 79% | 55% | 74% | 85% |
| 4. Number of students' grades that were P's | | 176 | 346 | 292 | 228 | 1042 | 2247 | 1205 | 223 | 484 | 373 | 125 |
| Number of boys' grades that were P's | | 110 | 158 | 148 | 122 | 538 | 1118 | 580 | 104 | 226 | 166 | 84 |
| Percentage of boys' grades that were P's | | 15% | 26% | 28% | 15% | 21% | 22% | 23% | 17% | 42% | 23% | 11% |
| Number of girls' grades that were P's | | 66 | 188 | 144 | 106 | 504 | 1129 | 625 | 119 | 258 | 207 | 41 |
| Percentage of girls' grades that were P's | | 9% | 23% | 20% | 14% | 17% | 18% | 19% | 14% | 30% | 26% | 6% |
| Percentage of students' grades that were P's | | 12% | 25% | 23% | 15% | 19% | 20% | 20.5% | 15% | 34% | 24% | 8% |

| Grades | Classes | TOTALS | | | | | | | | | | |
|---|---------|--------|------|------|------|------|-------|------|------|------|------|------|
| | | 1 | 2 | 3 | 4 | Half | All | Full | 5 | 6 | 7 | 8 |
| Number of students' grades that were X's | | 78 | 98 | 186 | 223 | 585 | 739 | 154 | 47 | 55 | 20 | 32 |
| Number of boys' grades that were X's | | 43 | 54 | 90 | 168 | 355 | 437 | 82 | 17 | 33 | 2 | 30 |
| Percentage of boys' grades that were X's | | 6% | 9% | 17% | 21% | 13% | 8% | 3% | 3% | 6% | 0% | 4% |
| Number of girls' grades that were X's | | 35 | 44 | 96 | 55 | 230 | 302 | 72 | 30 | 22 | 18 | 2 |
| Percentage of girls' grades that were X's | | 5% | 5% | 13% | 7% | 8% | 5% | 2% | 3% | 3% | 2% | 0% |
| Percentage of students' grades that were X's | | 5% | 7% | 15% | 14% | 10% | 6% | 2.5% | 3% | 4% | 1% | 2% |
| Number of students' grades that were 0's | | 31 | 147 | 141 | 46 | 365 | 559 | 194 | 44 | 62 | 0 | 88 |
| Number of boys' grades that were 0's | | 21 | 63 | 62 | 24 | 170 | 248 | 78 | 18 | 6 | 0 | 54 |
| Percentage of boys' grades that were 0's | | 3% | 10% | 12% | 3% | 7% | 5% | 3% | 3% | 1% | 0% | 7% |
| Number of girls' grades that were 0's | | 10 | 84 | 79 | 22 | 195 | 311 | 116 | 26 | 56 | 0 | 34 |
| Percentage of girls' grades that were 0's | | 1% | 10% | 11% | 3% | 6% | 5% | 3% | 3% | 6% | 0% | 5% |
| Percentage of students' grades that were 0's | | 2% | 10% | 11% | 3% | 6.5% | 5% | 3% | 3% | 4% | 0% | 6% |
| Number of days possible | | 2070 | 1890 | 1800 | 2070 | 7830 | 15840 | 8010 | 1980 | 1890 | 2070 | 2070 |
| Number of days present | | 2021 | 1778 | 1749 | 1939 | 7487 | 15192 | 7705 | 1926 | 1801 | 2001 | 1977 |
| Percentage of days present | | 98% | 94% | 97% | 94% | 96% | 96% | 96% | 97% | 95% | 97% | 96% |
| Number of days absent | | 49 | 122 | 51 | 131 | 343 | 647 | 304 | 53 | 89 | 69 | 93 |
| Percentage of days absent | | 2% | 6% | 3% | 6% | 4% | 4% | 4% | 3% | 5% | 3% | 4% |
| Comments about the need for improved behavior | | | | | | | | | | | | |
| Boys | | 3 | 3 | 2 | 6 | 14 | 31 | 17 | 6 | 6 | 1 | 4 |
| Girls | | 1 | 5 | 2 | 3 | 11 | 22 | 11 | 2 | 5 | 3 | 1 |
| Total Students | | 4 | 8 | 4 | 9 | 25 | 53 | 28 | 8 | 11 | 4 | 5 |

CONCLUSIONS AND RECOMMENDATIONS

The Full Day Kindergarten Pilot Program seems quite successful. The study was implemented as designed.

Both the professional staff and the parents involved with the pilot program overwhelmingly agreed that the curriculum is the most notable strength of the kindergarten program. The primary concern among both groups, however, was the amount of time allotted to implement that curriculum adequately.

As indicated through formative assessment and logs maintained by those most directly involved with the program, the greatest concern was experienced during the first marking period as some parents of students in the half day classes voiced their dissatisfaction with other students in the same community being afforded the opportunity to complete the kindergarten curriculum in full day classes.

As a result of that concern the committee seriously considered recommending a change in the design of the program, so that the four pilots would be the only kindergarten classes at two schools. The control classes would then be identified at nearby "sister" schools. Such an arrangement would prevent some community discord, since all students in one community would be assigned to the same type of kindergarten class. Disadvantages of that arrangement, however, were also noted. It would eliminate the possibility of providing the district standard half day district program to those students who did not wish to be part of an educational experiment. It would also limit the extent of the program to a total of six (rather than eight) schools in the district over the two year time span.

Some sentiment was expressed in committee, also, to maintain the pilot program at the four current sites, rather than, or in addition to, establishing four new sites next year. Because the 1983-1984 budget included no monies for the expansion of the program, however, the committee understood that only four classes

were possible. Because so much interest in the pilot had been expressed throughout the community, the committee further believed that it would not have been in the best interest of the district to deny the pilot program to all thirteen other school communities, while four schools maintained it for a second year.

The committee agreed, therefore, to recommend no change in the original design for the location of the pilot classes. The current full day classes should be disbanded in June, 1983, and four new pilot and control classes should be located at four other schools in September, 1983 (each different in geographic location, size, and socio-economic community factors).

The concern of parents whose children were assigned to the half day class despite their preference for a full day class was again apparent in the "Questionnaire for Parents". Further, that questionnaire highlighted the importance of teachers who can manage time well in half day classes, the satisfaction of parents with children in the full day class, and the latter's interest in augmenting the kindergarten curriculum with more academic skills (especially reading for those children who with more time could be identified as ready for same). Finally that questionnaire seemed to indicate that most parents involved with the pilot program preferred full day kindergarten, but that some parents maintained a preference for half day kindergarten.

The "Questionnaire for Kindergarten Teachers, Kindergarten Resource Teachers and School Principals" similarly indicated a majority preference for full day kindergarten. Their responses also indicated that the first objectives of the program were being achieved (as originally outlined on page six of the Interim Report from February, 1982). Additional time was available in the full day classes. Pressure was reduced on both students and teachers. The curriculum was more fully implemented in the pilot classes. In fact the resource specialists already perceived greater social and academic skill development among students in the full day classes.

The greatest concerns of the professional staff were noted as "some students" and "length of day." The committee interpreted those comments as meaning that the day may be too long for some students.

The kindergarten teachers in particular indicated that they would prefer a six hour day, rather than the current six and a half hour full day. The committee, however, now recommends no change in the length of the day because of the cost associated with mid-day busses. The committee believes that in such tough economic times, the \$58,000 identified by Mrs. Pullman as potential savings if mid-day transportation were eliminated district-wide, could offset the cost of additional kindergarten teachers, if the program were extended to all elementary schools in the future. Additionally the half hour could be considered again, if the district ever reconsiders the hour lunch schedule at the elementary level.

The "Questionnaire for Aides" also indicated the success of the program. In particular the aides noted no major problems with the kindergarten students at lunch time.

Finally the report cards indicated the only achievement data available at this time. Although other achievement data is clearly needed before any firm determinations are made, the report card grades do indicate that the teachers in the full day classes do note more student accomplishment than teachers in the half day classes. Characteristics of students who are experiencing difficulties will be more closely examined during the full scale evaluation in June, 1983. Such factors as age, pre-screening scores, etc. (upon which matches were determined) will be analyzed with achievement data to identify any possible correlation(s).

In summary then, because all indications of this broad-based interim evaluation validate the success of the pilot program at this time, the committee recommends that the Full Day Kindergarten Pilot Program be continued as originally planned, and that further evaluation be conducted and reported to the Board of Education in the future. (Attached are recommendations from the full day kindergarten teacher of this 1982-1983 school year for the full day kindergarten teacher of the 1983-1984 school year.)

CURR3

RECOMMENDATIONS FOR FULL DAY KINDERGARTEN TEACHERS

SUPPLIES AND MATERIALS

Make sure you have materials and supplies to enrich and further develop reading readiness and math concepts. Talk to your first grade teachers for recommendations and sharing of materials.

Consider that you have more time for creative activities and will need more paper, crayons, paint, paste, etc.

Order exercise and rhythm records. They are good for a short break in routine. Make a list of action songs and rhythms in your song books for those short breaks.

SCHEDULE

You will make frequent changes early in the year until you develop one that is best for your class. Changes will be made when attention spans lengthen and some work habits are established.

Basically, all instruction is planned in the morning. The resource teachers were very cooperative and took our classes in the afternoon whenever possible. We planned in blocks during the afternoon session. Science, social studies, health, safety and creative arts, music, story, films, film strips, free activities comprised two blocks of time.

SNACKS

We encouraged a nutritional snack and it was quite successful. No milk was served. The snack can be scheduled either morning or afternoon, depending on your lunch hour.

LUNCH HOUR AIDE

An aide is assigned to you for two hours. She is with the children for lunch in the cafeteria, play time outside, and a rest period. You may want to spend the first few days with her, especially while being served their lunches. She can assist you for the last few minutes of the morning in preparation for lunch or at the end of the noon hour by assisting with creative arts, filing, copying work sheets, etc.

Full day children have special plastic trays for their lunches. The classroom floor was covered approximately two-thirds with carpeting. We asked children to bring a beach towel or crib blanket to lie on the floor.

PROPOSAL FOR EVALUATIONOngoing _____ Pilot XProject/Program/Product Name: Full Day Kindergarten Pilot ProgramGrades Involved: KindergartenSchools Involved: Klockner, Morgan, Wilson, Yardville HeightsContact Person: Dr. Virginia GittelmanTime Frame for Evaluation: February 1983/July 1983/February 1984 (and possibly July, 1984)

Reason for Evaluation (in hypothesis format) (indicated outcome or goals expected of project/program)

Assessment of program effectiveness prior to any recommendation for continuance, discontinuance or expansion of full day kindergarten program.

Type of Evaluation to be conducted: (specify instruments to be used, sample population objectives, etc.): 1. Comments from committee members and participants.

2. Questionnaires for attitudinal data from parents and staff
3. Logs maintained by Director and participating principals/kindergarten teachers to note any unusual occurrences
4. Report Cards for achievement, attendance, and behavior data
5. Standardized instrument for achievement data, CTBS-U and CAT (for final evaluation only)

Curriculum Staff Member contact: Dr. William PaulApproval by: Dr. Virginia GittelmanDate of Approval: October, 1982

(Information copies to: Asst. Superintendent for Instructional Services, director or coordinator involved, curriculum staff member involved, Director of Curriculum and Instruction, building staff involved)

Narrative Report on Evaluation

1. Did a change occur? Describe the change.

Yes, a change occurred. More time was provided for instruction in four kindergarten pilot classes.

2. Was the effect educationally significant? Describe the educational impact.

Because the pilot program is still in the midst of the first year of its implementation during this interim evaluation, the full educational significance of the program can not yet be reasonably assessed. The evidence that is available at this time, however, does indicate that the full day program is preferable in the opinions of both parents and professional staff. Further the educational impact assessable from the kindergarten report cards of February, 1983 indicate some more accomplishment among students in the full day class. More evidence of any difference in learning between the two classes is still awaited, however, and will be considered in the full scale evaluation of June, 1983.

3. Can the Program/Product be implemented in another location with a reasonable expectation of comparable impact? Please describe the implementation.

Yes the program can reasonably be expected to be implemented with comparable impact in other locations since the program was executed during the 1982-1983 school year at four schools differing in size, geographical location, and socio-economic population.

4. How likely is it that the observed effects resulted from the program/product? Describe the specific facts/factors. Could other factors have affected the outcome? If so, explain.

It is very likely that the observed effects resulted from the program since the students in both types of classes seemed well matched and the only intentional variable was time on task. Further the only noted differences in resources (e.g. lunchtime and carpeting) are not considered of educational significance. Other factors that could have affected the outcome, however, will be more closely reviewed in June, 1983.

5. What are future plans and recommendations regarding this project/program product?

At this time the committee recommends that the Full Day Kindergarten Pilot Program be continued as planned for the remainder of the 1982-1983 school year and into the 1983-1984 school year. Further, it should be noted that this year's pilot classes will be disbanded in June, but that the progress of students in those classes will be followed in first grade. Experimental and control classes should be hosted at four different schools under the same conditions during the 1983-1984 school year.

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

Full Scale Evaluation
of the
Full-Day Kindergarten Pilot Program

November, 1983

TABLE OF CONTENTS

| | <u>Pages</u> |
|--|--------------|
| Table of Contents | i |
| Tables | ii |
| List of Illustrations | iii |
| Committee | iv |
| Expanded Committee | v |
| Acknowledgements | vi-vii |
| Research Update | 1-7 |
| Full Scale Evaluation Design | 8-18 |
| Background Data | 19-23 |
| Achievement Data | 24-43 |
| Standardized Tests | |
| Report Cards | |
| Behaviorial Data | 44-45 |
| Attendance Data | 46 |
| Attitudinal Data - Questionnaires | 47-48 |
| Parents | 49-77 |
| Professional Staff | 78-97 |
| Aides | 98-101 |
| Logs of the Kindergarten Program at the Four Sites | 102-110 |
| Formative Evaluation | 111-114 |
| Limitations of the Study | 115-116 |
| Conclusions | 117-129 |
| Other Considerations | 130-137 |
| Recommendations | 138-145 |
| Bibliography | 146-150 |
| Other Sources | 151-152 |
| Appendices | 153 |
| Comments from Parents | |
| January | Jp 1-45 |
| May | Mp 1-37 |
| Comments from Professional Staff | |
| Principals - January | Js-p 1-2 |
| May | Ms-p 1-5 |
| Kindergarten Teachers - January | Js-k 1-6 |
| May | Ms-k 1-7 |
| Resource Specialists - January | Js-r 1-6 |
| May | Ms-r 1-10 |
| Comments from Report Cards - January | Jrc 1-24 |
| May | Mrc 1-21 |

TABLES

| <u>Number</u> | <u>Title</u> | <u>Page</u> |
|---------------|--|-------------|
| 1 | Variables Used in Analyses of Achievement Data | 17 |
| 2 | Background Variables | 20 |
| 3A | Relationship Between CTBS-U and Background Variables | 25 |
| 3B | Standardized Test Achievement Data | 25 |
| 4 | Relationship Between Achievement Gains on the
CTBS-U and Full-/Half-Day Class Placement | 29 |
| 5 | Relationship Between Report Cards, Background
Variables and Full-/Half-Day Class Placement | 33 |
| 6 | Report Card Achievement Data | 35 |
| 7 | Relationship Between Achievement Gains on the
Report Cards and Full-/Half-Day Class Placement | 38 |
| 8 | Summary of Report Card Data - February/June 1983 | 39-40 |
| 9 | Summary of Report Card Grades - June 1983 | 40-41 |
| 10 | Summary of Questionnaires Sent and Returned
January/May | 49 |
| 11 | Kindergarten Retentions/Transfers/Promotions | 113 |
| 12 | Summary of Findings | 118-123 |
| 13 | Space and Cost Factors Associated with District-
Wide Implementation of Full-Day Kindergarten | 131 |
| 14 | Kindergarten Enrollment in Hamilton Township | 133 |
| 15 | Estimated Cost of Full-Day Kindergarten If
Implemented District-Wide in 1984-1985 | 136 |
| 16 | Cost of Pilot Program | 137 |
| 17 | Options Considered in Committee | 139-140 |

LIST OF ILLUSTRATIONS

| <u>Figures</u> | <u>Title</u> | <u>Page</u> |
|----------------|--|-------------|
| 1 | Pre-School Registration Parent Questionnaire | 10 |
| 2 a-b | Kindergarten Report Card with Point Values for Analysis Indicated | 31a-b |
| 3 a-c | Kindergarten Questionnaire for Parents | 52-54 |
| 3 d-e | Summary of Comments from Kindergarten Questionnaire for Parents | 65-66 |
| 3 f | Parent's Questionnaire Classes 1-8 | 67 |
| 3 g | Classes 1-4 | 68 |
| 3 h | Classes 5-8 | 69 |
| 3 i | Class 1 | 70 |
| 3 j | Class 2 | 71 |
| 3 k | Class 3 | 72 |
| 3 l | Class 4 | 73 |
| 3 m | Class 5 | 74 |
| 3 n | Class 6 | 75 |
| 3 o | Class 7 | 76 |
| 3 p | Class 8 | 77 |
| 4 a-d | Kindergarten Questionnaire for Kindergarten Teachers, Kindergarten Resource Teachers and School Principals | 80-83 |
| 4 e | Summary of Comments from Kindergarten Questionnaire for Professional Staff | 89 |
| 4 f 1-2 | Composite Professional Staff | 90-91 |
| 4 g 1-2 | Principals' Questionnaire | 92-93 |
| 4 h 1-2 | Kindergarten Teachers' Questionnaire | 94-95 |
| 4 i 1-2 | Resource Teachers' Questionnaire | 96-97 |
| 5 a-b | Kindergarten Questionnaire for Aides | 99-100 |

FULL DAY KINDERGARTEN PILOT PROGRAM

Committee

Dr. Virginia Gittelman - Chairperson

Rose Alito

Ruth Carver

Diane Drangula

Allan Garvie

Carol Kish

Esther Multop

William Paul

Richard Radice

George Scott

Roseann Szilvasi

Anita Usmiani

FULL DAY KINDERGARTEN PILOT PROGRAM

Expanded Committee

| | |
|------------------------|---|
| Virginia Gittelman | Director of Elementary Education - Chairperson |
| Rose Alito | Principal - Lalor School |
| Gary Bender | Principal - Kisthardt School |
| Chris Branas | Principal - University Heights School |
| ** Joan Brodowicz | Kindergarten Teacher - University Heights |
| *** Pamela Campbell | Kindergarten Teacher - Alexander School |
| Bonnie Carr | Kindergarten Teacher - Robinson School |
| * Ruth Carver | Kindergarten Teacher - Yardville Heights |
| Carol Chiacchio | Principal - Alexander School |
| Diane Drangula | Principal - Greenwood School |
| ** Linda Galullo | Kindergarten Teacher - Kisthardt/Robinson |
| Claire Garner | President - HTEA |
| Allan Garvie | Principal - Klockner School |
| *** Marian Goliszewski | Kindergarten Teacher - Lalor School |
| * Emily Giovannetti | Kindergarten Teacher - Wilson School |
| Gary Gray | Principal - Wilson School |
| ** Jacqueline Kelly | Kindergarten Teacher - University Heights |
| Carol Kish | Helping Teacher, State & Federal Programs |
| * Esther Multop | Kindergarten Teacher - Morgan School |
| ** Alice Newland | Kindergarten Teacher - Alexander School |
| William Paul | Testing Specialist |
| Richard Pierson | Principal - Robinson School |
| Richard Radice | Principal - Morgan School |
| * Naomi Reich | Kindergarten Teacher - Klockner School |
| * Nancy Saul | Kindergarten Teacher - Yardville Heights School |
| George Scott | Child Study Service Specialist |
| Roseann Szilvasi | Kindergarten Teacher - Kuser |
| Anita Usmiani | Curriculum Consultant - Reading |
| Russell Wilbert | Principal - Yardville Heights |

* - 1982-83
** - 1983-84
*** - 1982-83/1983-84

ACKNOWLEDGEMENTS

No report of this magnitude could be submitted without a word of thanks to all those who contributed to its completion.

Herein then the chairperson offers her appreciation for the efforts of the committee, the secretaries, and all the others inside and outside of the district who have worked so co-operatively and diligently toward the completion of this report.

The committee members, as listed, deserve special recognition for the professional and unbiased manner in which they offered suggestions for the design of the pilot and reflected upon the massive amount of data gathered for the evaluation. The interest and co-operation of the "expanded" committee, as well as all the other kindergarten teachers and elementary principals in the district, have also been appreciated since the implications of the program are surely district-wide.

The brave teachers and principals who volunteered their efforts as the district "trailblazing" participants in the first and second group of schools should also be commended for their demonstrated willingness to go "the extra mile" in the performance of their duties. Surely their daily efforts in this controversial project were the most important part of this instructional program.

Colleagues in other districts, too, who have devoted time and effort to the full-day kindergarten concept should also be commended for their professional cooperation with the Hamilton Township School District. Interest in this idea is clearly growing throughout our state and country.

Similarly the secretaries in the Elementary Office, in Word Processing, and in the Print Room also deserve recognition for their competent and cooperative efforts which were instrumental in the preparation of this report. The initial drafts, corrections, collation, etc. of this material was surely a team effort.

Finally a special word of thanks is in order for the Board of Education, the Superintendent, the Assistant Superintendent for Instruction and the Director of Curriculum and Instruction for their facilitation of this effort in labeling it a district priority.

RESEARCH UPDATE

Since the Interim Evaluation of March, 1983 only research of major importance was reviewed by the committee.

As a follow-up to their 1980 study of full-/half-day kindergarten classes, the Evansville Vanderburg School Corporation in Evansville, Indiana conducted another study and published a report in 1983 about long-term effects of kindergarten class placement. Using standardized tests, report cards, questionnaires and interviews the study attempted to answer such questions as:

Do children who attend full-day kindergarten continue to do well in the primary grades or, do the differences at the end of kindergarten tend to level out? Will the children suffer burnout as the result of the full-day kindergarten and have lower self-concepts and poor attitudes toward school? Are the parents as enthusiastic about the full-day kindergarten program when their children are in grades 3 and 4 as they were when their children had just completed kindergarten?

The results of that study follow:

1. At least 85% of the children in kindergarten during the original study and in third and fourth grade during the latter study responded that they were glad that they had attended the full-day kindergarten. (There was no attempt to compare the answers of the children who had attended full-day kindergarten with those who had attended half-day kindergarten, since the questionnaire was not

administered to the latter group.)

2. Most of the parents who responded in the latter study indicated that they, too, were pleased that their child had attended full-day kindergarten. They believed that there was more learning in that situation. Only two percent of the parents surveyed in 1983 continued to prefer half-day kindergarten.
3. A majority of the primary teachers indicated that full-day kindergarten was superior to half-day kindergarten.
4. Third and fourth grade children who had attended the full-day kindergarten had higher self-concept scores than children who had attended the half-day kindergarten as measured by the "Peers, Harris Children's Self-Concept Scale".
5. Students who had attended the full-day kindergarten also scored higher on the "Survey of School Attitudes" than children who had attended half-day kindergarten, but those differences were significant only in science for the fourth grade and social studies for the third grade.

6. As evidenced by the report cards during the primary grades the full-day kindergarten students consistently scored a higher percentage of satisfactory marks and a lower percentage of less than satisfactory marks. Those scores were significant in eleven of the twenty-three comparisons.
7. Children in the full-day kindergarten classes received a higher percentage of satisfactory conduct marks in the first, second, and third grades than children in the half-day kindergarten classes.
8. A significantly higher percentage of children who had attended the half-day kindergarten classes were retained by the end of third grade.
9. Interestingly, however, children in the half-day kindergarten classes scored significantly better on the "Evaluation Scale Cursive" handwriting test than children in the full-day kindergarten class.
10. As evidenced through the "Gates MacGinitie Reading Test" children who had attended the full-day kindergarten classes scored significantly higher in vocabulary and comprehension at the end of second and third grade.

11. Similarly, children who had attended full-day kindergarten scored significantly better in all fourteen areas of the Comprehensive Test of Basic Skills (CTBS) than children who had attended half-day kindergarten.

In conclusion the differences evident at the end of kindergarten and first grade continued into the third and fourth grade levels. Children who had attended full-day kindergarten as well as their parents and teachers continued to have a positive attitude about that experience. The children continued to have higher report card, academic and conduct grades, a lower retention rate, and higher standardized achievement test scores although their handwriting scores were lower. Their self-concepts and attitudes about school were not negatively affected.

Finally, recommendations to the Evansville Vanderberg School Corporation included:

- 1) expansion of the program when economically possible, when space would permit, and where community support was evident;
- 2) review of the curriculum;
- 3) expansion of the longitudinal study through 1987.

In April of 1982 Thomas Stinard reviewed the research conducted over the past ten years that directly compared kindergarten children in different types of class placement (i.e. full-day everyday, full-day alternate day, and half-day everyday). He indicated, of course, that ideal research designs were difficult to find particularly in those studies conducted in actual teaching situations.

More specifically he noted that each of eight studies, all involving over one hundred students in several schools, attempted to match the class placement treatment with possibly relevant student characteristics. Further Stinard noted that, in his opinion, the best procedure to determine any relationship between student characteristics and their success was exploratory data searching for any significant interaction of variables. Additionally, most of those studies considered full-day kindergarten as a six hour day, and most of the studies were conducted over one full academic year with testing at the end of the kindergarten experience.

Additionally he noted that findings were inconsistent across the studies, making it very difficult to draw conclusions. He did note, however, that while aggregate findings revealed no differences in socio-emotional adjustments there was some evidence in favor of the full-day everyday class placement for academic achievement. One study indicated no significant differences between full- and half-day kindergarten for total socio-emotional adjustment. Another study indicated no significant differences in students' attendance between full- and half-day kindergarten.

Still another study demonstrated no significant interaction between kindergarten class placement and race, sex, or preschool experience. Finally Stinard concluded that the studies reviewed did exhibit enough research control to warrant judicious consideration although finances, personal experience and speculation might also continue as the basis for decision-making about kindergarten programs.

He did note that in no instance did half-day everyday kindergarten produce significantly better results than full-day everyday kindergarten class placement. Further there were many instances of comparison in which students in the full-day everyday kindergarten class did perform significantly better in achievement than children in the half-day everyday schedule. No conclusions were drawn about socio-emotional development in either type of class. He concluded then that there was evidence that full-day everyday kindergarten class schedules could have educational as well as possibly some statistically significant effects upon student achievement.

A recent article in the Home News also focused on full-day kindergarten. An educational program specialist in charge of the Early Childhood Division of the State Department of Education indicated that according to the New Jersey Fall Report for 1982 approximately twelve percent or seventy-nine of New Jersey's 592 school districts have an all day kindergarten. She cautioned interpretation of that statistic, however, since some districts may have interpreted and reported full-

day kindergarten as the legal full-day of 2½ hours. Still the article reported that "New Jersey has experienced a growing trend toward all day kindergartens in response to the demands of working parents and to a growing national interest in lowering the age for entering school."

According to a survey in The Record, seven of the seventy-nine public school districts in Bergen and Passaic counties of New Jersey are starting or continuing full-day programs. Three are extending their traditional programs by one or two hours, and nineteen are investigating longer sessions for 1984-1985 for many of the same reasons as the pilot program was begun in Hamilton Township. Further the New York City School District offered a full-day kindergarten program this year. The same article reported that according to the Center for Educational Statistics (a division of the U. S. Department of Education), the number of students attending kindergarten for more than 2½ hours daily has doubled to thirty percent in the past ten years.

Another article in The New York Times recently reported that the six hours and twenty minute full-day kindergarten program in the New York City Schools has generated more praise than criticism, although space continues to be a serious concern.

Although research about the educational significance of full-day kindergarten programs remains meager then, interest in full-day kindergarten programs continues to grow.

VG:cbl:17B

FULL SCALE EVALUATION DESIGN

The evaluation of the full-day kindergarten pilot program included assessment of seven areas: background data, achievement data, behavioral data, attendance data, attitudinal data, logs of unusual occurrences and formative evaluation.

BACKGROUND DATA

In order to determine if proper matching of students occurred in the pilot program and as a reference for the analysis of other data, background data were collected and reviewed. A background variable is a condition (e.g. student's age) that is not easily manipulated, although it might differentially affect the outcome of an experiment (e.g. student's achievement) because of its pre-existing nature. The importance of background data is evident when one speculates if any apparent difference between students is due to a treatment (e.g., full-/half-day class placement) or such an uncontrollable condition as age.

Age, sex, parental preference, preschool experience, attendance, and preschool screening test scores were recorded as background data. Age and sex were easily determined from the actual registration form completed by the parents of in-coming kindergarten students. Parental preference (whether the parents preferred full-day or half-day kindergarten classes for their child) and number of hours per week of preschool experience were included on a Pre-School Registration Parent Questionnaire completed by each

parent at registration time in February 1982. Students were categorized according to whether they had no hours of preschool experience, up to 20 hours of preschool experience, or more than 20 hours of preschool experience per week between the ages of 2 and 4. The categorized bands of 0, less than 20, and more than 20 hours were used because the data naturally and almost evenly broke into those intervals. Attendance was recorded later in the year as reflected on report cards. Preschool screening test scores were also collected at the time of kindergarten registration in February 1982. (An in-house screening test is routinely used district-wide each year to identify entering kindergarten students who may not have the prerequisite academic skills needed for success in kindergarten.) Figure 1 is the Pre-School Registration Parent Questionnaire.

ACHIEVEMENT DATA

In the area of achievement, the nationally validated, standardized achievement instrument, Comprehensive Test of Basic Skills, Version U (CTBS-U), Level A, was administered to both full-day and half-day kindergarten students at the pilot sites. This test, which measures achievement in pre-reading and mathematics, was administered during the week of September 20, 1982 (pre-testing) and during the week of May 2, 1983 (post-testing).

The CTBS-U was selected as an achievement test because a recent edition (1981) was available that incorporated updated items and resolution of any scoring problems that typically occur during the first year that a test is marketed. Additionally, the CTBS

HAMILTON TOWNSHIP SCHOOLS
DEPARTMENT OF ELEMENTARY EDUCATION
PRE-SCHOOL REGISTRATION PARENT QUESTIONNAIRE

The Hamilton Township Schools are requesting the information below for the guidance of the Committee to study a Full-Day Kindergarten Pilot Program. The district will consider your responses along with other data in determining which schools, if any, will have a Full-Time Kindergarten Pilot Program during the next school year. We thank you in advance for your cooperation in answering the questions below.

Name of School

1. Your child's full name: _____
(First Name) (Last Name)
2. My child has been enrolled in a pre-school program.
_____ Yes _____ No
3. If no, proceed to question #4.
If yes, please complete the following:

| Age | Name of Pre-School
and/or Headstart | Type of Program | |
|-------|--|-------------------------------|-------------------------------|
| | | Number of
Hours per
Day | Number of
Days per
Week |
| Age 2 | | | |
| Age 3 | | | |
| Age 4 | | | |

4. My preference would be to have my child attend:
 _____ Half Day Kindergarten _____ Full Day Kindergarten
5. Additional comments from parents:

figure 1

was shorter to administer than the CAT, and it could be scored using an Item Response Theory (IRT) approach. The Item Response Theory (IRT) approach is a more refined approach to scoring that takes into consideration guessing, item discrimination and item difficulty to give a more accurate description of performance, given the student's pattern of right and wrong answers.

Since they were readily available, however, Spring 1983 California Achievement Tests (CAT) results were also examined to determine if results of a second achievement test would validate the results of the primary achievement test instrument. (The CAT is routinely administered to all elementary students in the district each spring.)

Additionally Report Card Data were used to measure skills achieved in social development, physical development, creative expression, math readiness, language, reading readiness, and work habits. Report card data were recorded on February 2, and June 21, 1983.

ATTENDANCE DATA

The fourth area of investigation was attendance records. The report card data from February and June 1983 provided this information. Students were categorized as to whether they were absent less than 10 days, 10-25 days, or more than 25 days. Those categorized bands were chosen because such attendance records could reasonably be labeled minimal, serious, and excessive absence.

BEHAVIORAL DATA

The report card served, too, as the source of data about the students' behavior, the fifth area of investigation. Data were collected from teacher comments as well as from the social development and work habits sections of the report cards issued in February and June 1983.

STEPWISE MULTIPLE REGRESSION ANALYSES

All of that data were subject to extensive analysis. Two stepwise multiple regression analyses were performed on the data to determine if there was a correlation between the background variables and the criteria variables. In other words statistical techniques were used to determine which background criteria, if any, were related to the students' achievement. Did boys achieve more than girls? Did older students or those with more pre-school experience perform better?

The two stepwise multiple regressions were necessary for exploratory purposes due to the large number of background variables (6) and the small sample size ($N = 160$) of students. Included in the sample were only those students for whom all information was complete, including both pre and posttest scores. Data was not processed for those students who entered the school late in the year or who left early in the year because they had not experienced a full year of kindergarten at the pilot sites.

Again, a background variable is a characteristic that is not easily manipulated in an experiment (i.e. sex, parental preference, attendance, preschool screening scores, age, preschool experience and full-/half-day class placement) although it might relate to the criteria variable (i.e. achievement) of the experiment because of its pre-existing nature. The two variables used in a correlation are also called the predictor variables and the criteria variables.

The background variables as well as the pre-test scale scores for reading and math on the CTBS-U and the full-/half-day kindergarten class placement were the predictor variables in this study. The posttest scale scores for reading and math on the CTBS-U as well as June report card data (i.e. social development, physical development, creative expression, number readiness, language, reading readiness, and work habits) were the criteria variables. In short, the stepwise multiple regression analyses were designed to enable comparison between students' achievement and a) students' characteristics as well as b) students' placements in the full- and half-day classes.

FACTORIAL MULTIVARIATE ANALYSES OF VARIANCE

Based on the variables that appeared important in the stepwise multiple regression analyses of background, achievement, attendance, and behavioral data, factorial multivariate analyses of variance with repeated measures were performed. Factorial multivariate analysis of variance with repeated measures is the statistical technique used to evaluate the differences between

group mean scores for several criteria (CTBS-U variables and report card variables) as measured on more than one occasion (September/May and February/June). In other words, the evaluation was designed to answer such questions as, "What background variables were related to which standardized test and report card categories, and to what degree was that relationship important?"

Half-/full-day kindergarten class placement was the primary factor. The CTBS-U reading achievement scores and the CTBS-U mathematics achievement scores were the repeated measures (since they were used both as a pretest and as a posttest). This part of the study was designed to answer the question, "What is the relationship between length of kindergarten class (i.e. full-day/half-day) to reading and mathematics achievement over one academic year of time?" Reading and math achievement reflected in the readily available CAT scores was also examined as a secondary measure of any such relationship to half-/full-day kindergarten class placement.

Any background variables found correlated with reading achievement or mathematics achievement were included as additional factors in the multivariate analysis of variance to answer the question, "What is the relationship between students' characteristics and achievement as measured by standardized testing?"

Likewise, another factorial multivariate analysis of variance with repeated measures was performed using the report card data. Half-/full-day kindergarten class placement was the primary factor, while the report card measures of social development, physical development, creative expression, number readiness, language, reading readiness, and work habits were the repeated measures. This analysis was performed to answer the question, "What is the relationship between length of kindergarten class (e.g. full- and half-day classes) and achievement in the areas of social development, physical development, creative expression, number readiness, language, reading readiness, and work habits over one academic year time?"

Any background variables found correlated with the seven report card variables were included as additional factors in the multivariate analysis of variance to answer the question, "What is the relationship between students' characteristics and achievement as measured by the report cards?"

Table 1 outlines all of the predictor and criteria variables used in the two analyses of background, class placement and achievement data.

ATTITUDINAL DATA

Attitudinal data were collected as another part of the evaluation. In January and May 1983 questionnaires to assess perceptions of the kindergarten pilot program were completed, one by parents, one by kindergarten teachers, kindergarten resource teachers, and school principals, and one by aides.

UNUSUAL OCCURRENCES

The sixth area of evaluation was unusual occurrences. Any unusual occurrences that happened which might have affected the outcome of the evaluation were to be recorded and analyzed. These unusual occurrences were recorded in logs maintained by the kindergarten teachers, the principals, and the Director of Elementary Education. Those logs were later summarized for inclusion in this report.

FORMATIVE EVALUATION DATA

The last area of investigation was formative evaluation. On October 14, 1982, two meetings were held, one with the principals and another with kindergarten teachers at the pilot sites. On October 16, 1981; November 18, 1981; January 6, 1982; February 2, 1982; October 27, 1982; February 18, 1983; and October 25, 1983 meetings were conducted with the Full-Day Kindergarten Pilot Committee. The agenda for all meetings included formative evaluation through the identification of any problems associated with the pilot project as well as possible solutions to the problems. Such topics as school community relations, use of the aide, equality of resources, as well as related matters of lesser importance were discussed at those meetings.

TABLE 1

Variables Used in Analyses
of Achievement Data

| | |
|--------------------|---|
| Information Item | Student's Assigned Identification Number |
| Predictor Variable | Full-/Half-Day Class Placement |
| Background/Pre- | School |
| dicator Variable | Sex |
| " | " |
| " | Parental Preference for Full-/Half-Day Kindergarten |
| " | Class Placement |
| " | Attendance Pattern (less than 10 days absent, 10-25 |
| " | days, more than 25 days) |
| " | Preschool Screening Score |
| " | Age in months (as of 9-1-82) |
| " | Preschool Experience - total number of hours per |
| " | week from age 2 to age 4 |
| " | CTBS-U Reading Achievement Pretest Scale Score |
| " | CTBS-U Math Achievement Pretest Scale Score |
| Predictor Variable | Report Card February, 1983 - Social Development |
| " | Report Card February, 1983 - Physical Development |
| " | Report Card February, 1983 - Creative Expression |
| " | Report Card February, 1983 - Number Readiness |
| " | Report Card February, 1983 - Language |
| " | Report Card February, 1983 - Reading Readiness |
| " | Report Card February, 1983 - Work Habits |
| " | CTBS-U Reading Achievement Posttest Scale Score |
| " | CTBS-U Math Achievement Posttest Scale Score |
| Criteria Variable | Report Card June, 1983 - Social Development |
| " | Report Card June, 1983 - Physical Development |
| " | Report Card June, 1983 - Creative Expression |
| " | Report Card June, 1983 - Number Readiness |
| " | Report Card June, 1983 - Language |
| " | Report Card June, 1983 - Reading Readiness |
| " | Report Card June, 1983 - Work Habits |

SUMMARIZATION - ALL DATA

The answers to the three attitudinal questionnaires, the behavioral comments written by both teachers and parents on the report cards, and the logs from the four sites were summarized and presented to the Committee on October 25, 1983 together with the stepwise multiple regression analyses and the multivariate analyses of variance. That meeting was also the final opportunity for formative evaluation of the study before this report. Discussions in committee reviewed all findings, considered several options, then finally resulted in conclusions and recommendations to the Board of Education, so that decisions about full-day kindergarten in Hamilton Township could be made for the future (1984-1985 and beyond).

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BACKGROUND DATA

All data was collected, summarized and interpreted in committee. Each type of data was reviewed independently, then common and unique findings were compared and contrasted in a comprehensive evaluation of the program.

Frequencies and means for the background variables are reported in Table 2. Frequencies refer to the number of students falling within specified categories for each background variable. A mean, often called the average score, is merely the sum of all the scores divided by the number of scores. For classes 1 through 8, frequencies are reported for each classification of sex, attendance and parental preference, while means are reported for preschool screening score, age, and preschool experience.

As indicated in Table 2, frequencies and means were distributed similarly for the half-day classes (i.e. 1-4) and the full-day classes (i.e. 5-8) for the variables of sex, attendance, preschool screening score, and age. None of those background variables were correlated with full-/half-day class placement.

The half-day classes consisted of thirty-three (42%) boys and forty-six (58%) girls, while the full-day classes consisted of thirty-nine (48%) boys and forty-two (52%) girls. Forty-eight (61%) and forty-seven (58%) students respectively in the half- and full-day classes were absent less than ten days. Twenty-seven

TABLE 2
BACKGROUND VARIABLES

Frequencies and Means for the Background Variables At Initial Pilot Schools

| Characteristic | Half-Day | | | | FREQUENCIES
Half/Full | | | Full-Day | | | |
|--|----------|----|----|----|--------------------------|--------|-----------|----------|----|----|----|
| | 1 | 2 | 3 | 4 | Half | Totals | Full | 5 | 6 | 7 | 8 |
| <u>SEX</u> | | | | | | | | | | | |
| Boys | 10 | 6 | 9 | 8 | 33 (42%) | 72 | 39 (48%) | 9 | 8 | 10 | 12 |
| Girls | 11 | 13 | 11 | 11 | 46 (58%) | 88 | 42 (52%) | 12 | 13 | 9 | 8 |
| TOTAL | 21 | 19 | 20 | 19 | 79(100%) | 160 | 81(100%) | 21 | 21 | 19 | 20 |
| <u>ATTENDANCE</u> | | | | | | | | | | | |
| Less than 10 days absent | 17 | 12 | 10 | 9 | 48 (61%) | 95 | 47 (58%) | 13 | 8 | 12 | 14 |
| 10-25 days absent | 4 | 6 | 10 | 7 | 27 (34%) | 60 | 33 (41%) | 8 | 12 | 7 | 6 |
| More than 25 days absent | 0 | 1 | 0 | 3 | 4 (5%) | 5 | 1 (1%) | 0 | 1 | 0 | 0 |
| <u>PRESCHOOL SCREENING SCORE</u> | | | | | | | | | | | |
| 32 and below | 0 | 5 | 9 | 3 | 17 (28%) | 34 | 17 (28%) | 0 | 9 | 3 | 5 |
| 33 - 43 | 7 | 7 | 6 | 8 | 28 (47%) | 53 | 25 (42%) | 6 | 6 | 7 | 6 |
| 44 and up | 10 | 3 | 1 | 1 | 15 (25%) | 33 | 18 (30%) | 10 | 1 | 4 | 3 |
| <u>MEAN</u> PRESCHOOL SCREENING SCORE | 35 | 27 | 27 | 23 | 28 | 28 | 28 | 34 | 25 | 29 | 26 |
| <u>AGE</u> | | | | | | | | | | | |
| 57 months | 0 | 1 | 0 | 0 | 1 (1%) | 2 | 1 (1%) | 1 | 0 | 0 | 0 |
| 58 months | 2 | 2 | 1 | 1 | 6 (8%) | 14 | 8 (10%) | 0 | 2 | 1 | 5 |
| 59 months | 2 | 2 | 2 | 2 | 8 (10%) | 17 | 9 (11%) | 2 | 3 | 4 | 0 |
| 60 months or more | 17 | 14 | 17 | 16 | 64 (81%) | 127 | 63 (78%) | 18 | 16 | 14 | 15 |
| <u>MEAN</u> AGE (IN MONTHS) | 64 | 62 | 63 | 62 | 63 | 63 | 63 | 63 | 64 | 62 | 64 |
| <u>PARENTS PREFERRING</u> | | | | | | | | | | | |
| Half-Day Class | 12 | 8 | 6 | 7 | 33 (48%)* | 36 | 3 (4%)* | 0 | 2 | 0 | 1 |
| Full-Day Class | 8 | 7 | 9 | 12 | 36 (52%)* | 112 | 76 (96%)* | 20 | 18 | 19 | 19 |
| <u>PRESCHOOL EXPERIENCE</u> | | | | | | | | | | | |
| 0 hours | 5 | 12 | 8 | 12 | 37 (47%)* | 66 | 29(36%)* | 4 | 9 | 5 | 11 |
| Up to 20 hours | 13 | 5 | 12 | 4 | 34 (43%) | 63 | 29(36%) | 12 | 4 | 8 | 5 |
| More than 20 hours | 3 | 2 | 0 | 3 | 8 (10%)* | 31 | 23(28%)* | 5 | 8 | 6 | 4 |
| <u>MEAN</u> PRESCHOOL EXPERIENCE
(IN HOURS) | 14 | 9 | 6 | 11 | 10* | 14 | 19* | 19 | 23 | 21 | 11 |

*p < .05 (significant)

(34%) and thirty-three (41%) students respectively in the half- and full-day classes were absent between ten and twenty-five days. Four (5%) and one (1%) students respectively in the half- and full-day classes were absent more than twenty-five days during their kindergarten experience. (Although the last comparison may initially seem important, it should be noted that three of the four students demonstrating serious absence patterns were in the same class, while the other seven classes were more comparable. Further the multiple regression analysis adjusted for that one situation indicating no correlation between attendance and full-/half-day class placement.) The mean student preschool screening score of 28 and the mean student age of 63 months were the same for the half- and the full-day classes.

Contrariwise, parental preference and preschool experience were not distributed similarly for the half- and the full-day classes. Two parents with a child assigned to the full-day program and ten parents with a child assigned to the half-day program or a total of twelve parents failed to indicate a written preference for either full-or half-day class placement. The principals were instructed to place in the half-day classes all of the students whose parents preferred the traditional 2½ hour program. Additionally, because of the overwhelming preference for full-day kindergarten, it was necessary for principals to place into the half-day program several children whose parents had preferred full-day class placement.

Thirty-three (48%) of the parents from the half-day classes but only three (4%) parents from the full-day classes preferred half-day class placement according to the preschool registration form completed in February, 1982. The principals believed that they had originally honored all initial requests for half-day class placement, but the three parents from the full-day classes who indicated a preference for half-day class placement might have been parents of late entrants in early September, when principals were most concerned about balancing class sizes to compensate for withdrawals from the school.

Thirty-six (52%) of the parents from the half-day classes and seventy-six (96%) parents from the full-day classes preferred full-day class placement in February, 1982. Those differences were expected since they were inherent in the class placement procedures. (Only volunteers were scheduled for the full-day classes, but more volunteered than could be accommodated.)

The mean preschool experience was ten hours for half-day classes and nineteen hours for full-day classes. To some extent, parental preference might have been understandably influenced by the children's preschool experience(s). Since it can be logically assumed that parents of children with less preschool experience believed that their children were less ready for a full-day program than parents of children with more preschool experience, the difference

in preschool experience found between the full- and half-day classes was not surprising.

In summary, parental preference and preschool experience were statistically different for half-day classes and full-day classes. Students in the full-day classes were more likely to have had more preschool experience and parents preferring longer classtime than students in half-day classes. All other background variables, however, were distributed similarly for half-day classes and full-day classes.

In conclusion, the committee found that students in the full- and half-day classes were well matched. Students in the full-day classes were similar to students in the half-day classes, except for differences in the background variables of parental preference and preschool experience. Students in the full-day classes were more likely to have more preschool experience and parents preferring more classtime. The number of boys and girls as well as the age, preschool screening test score, and attendance pattern of the students in full- and half-day classes, however, were similar.

ACHIEVEMENT DATAStandardized Tests

In the analysis of the standardized test data (CTBS-U), a stepwise multiple regression was performed to determine any correlation between the background variables (sex, parental preference for full-/half-day, attendance, preschool screening score, age, and preschool experience), the predictor variable of full-/half-day class placement, and the criteria variables of pre/posttest scale scores for reading and mathematics.

A probability value of .05 was used to determine if a variable was significant. The .05 level of significance means that an obtained result (such as a difference between two means) could have happened by chance only five times in 100 trials. A probability value of less than .05 was considered significant, but a probability value of greater than .05 was not considered significant.

Table 3A summarizes the results of the stepwise multiple regression, showing the relationship between the background variables and the CTBS-U criteria variables for the total sample. No background variable was significantly correlated with reading or mathematics achievement.

TABLE 3A

RELATIONSHIP BETWEEN CTBS-U AND BACKGROUND VARIABLES

Stepwise Multiple Regression Analyses Showing the Relationship
Between the Background Variables and the CTBS-U Criteria Variables
for the Total Sample

| CTBS-U
Criteria Variables | BACKGROUND VARIABLES | | | | | |
|------------------------------|----------------------|------------------------|------------|---------------------------------|-----|-------------------------|
| | Sex | Parental
Preference | Attendance | Preschool
Screening
Score | Age | Preschool
Experience |
| Reading Posttest | No | No | No | No | No | No |
| Mathematics Posttest | No | No | No | No | No | No |

TABLE 3B

STANDARDIZED TEST ACHIEVEMENT DATA

Mean Scores and Gain Scores for Standardized Test Results at the Pilot Schools

| CTBS-U STANDARDIZED TEST DATA | Half-Day | | | | Half/Full | | | Full-Day | | | |
|-----------------------------------|----------|------|-------|------|-----------|-------|------|----------|-------|-------|------|
| | 1 | 2 | 3 | 4 | Half | Total | Full | 5 | 6 | 7 | 8 |
| Reading Pretest Mean | 307 | 278 | 263 | 248 | 274 | 286 | 296 | 323 | 295 | 306 | 259 |
| Reading Posttest Mean | 438 | 423 | 368 | 368 | 399 | 417 | 434 | 463 | 396 | 476 | 401 |
| Reading Gain | +131 | +145 | +105* | +120 | +75 | +131 | +138 | +140 | +101 | +170* | +142 |
| Mathematics Pretest Mean | 301 | 295 | 272 | 207 | 269 | 292 | 315 | 322 | 322 | 343 | 273 |
| Mathematics Posttest Mean | 428 | 394 | 353 | 381 | 389 | 426 | 461* | 499 | 480 | 481 | 385 |
| Mathematics Gain | +127 | +99* | +81 | +174 | +120 | +134 | +146 | +177 | +162* | +138 | +112 |
| <u>CAT STANDARDIZED TEST DATA</u> | | | | | | | | | | | |
| Means | | | | | | | | | | | |
| Reading (CAT, Spring 1983) | 273 | 267 | 245 | 248 | 258 | 275 | 291 | 309 | 279 | 298 | 278 |
| Mathematics (CAT, Spring 1983) | 284 | 282 | 269 | 276 | 278 | 287 | 296 | 309 | 295 | 297 | 283 |

Because no background variable consistently affected the criteria variables and because of the restricted sample size ($N = 160$), no background variables were utilized in the multivariate analysis of variance with repeated measures. In other words, the stepwise multiple regression was done for the purpose of data exploration, and none of the background variables was found significantly correlated with the criteria variables of the standardized test, CTBS-U.

Students' characteristics were not related to achievement as measured by the standardized test, CTBS-U. Boys did not achieve more or less than girls. Students with good attendance did not achieve more or less than students with poor attendance. Students whose parents preferred full-day class placement did not achieve better or worse on the CTBS-U than students whose parents preferred half-day class placement. Students who scored high on the preschool screening test did not achieve better or worse than students who scored lower. (Those who had scored lowest on the preschool screening test, however, below a specific level that had traditionally been associated with success in a mainstreamed kindergarten program, had been eliminated from the study through second and third level testing resulting in ultimate placement by the child study department in a special class for the handicapped.) Older students did not achieve more or less than younger students on the CTBS-U. Students with more preschool experience did not achieve more or less than students with less preschool experience.

As indicated on Table 3B, however, full-day class placement was significantly correlated with posttest mathematics achievement. Students in the full-day kindergarten classes did score significantly higher on the mathematics section of the CTBS-U posttest than their peers in the half-day kindergarten classes. Mean scores and gain scores for standardized test data are also indicated in Table 3B. The mean pretest, the mean posttest, and gain scores from pretest to posttest are outlined for classes 1 through 8. Asterisks (*) indicate significant differences with a probability value of less than .05.

According to the CTBS-U in reading, the half-day classes as a group had a pretest mean score of 274 and a posttest mean score of 399 for a gain of 75, while the full-day classes had a pretest mean score of 296 and a posttest mean score of 434 for a gain of 138. In mathematics, the half-day classes had a pretest mean score of 269 and a posttest mean score of 389 for a gain of 120, while the full-day classes had a pretest mean score of 315 and a posttest mean score of 461 for a gain of 146. Full-day classes as a group scored higher than half-day classes in reading and mathematics, but that difference was not statistically significant. Although such differences might have been due to real differences in achievement, even after only one month of school, the differences, particularly on the pretest, could have been due, also, to the less rushed testing environment of the full-day classes. Less time pressure could have reduced anxiety and improved performance on the test.

CAT data for spring 1983 is also shown in Table 3B, although the CAT is scored using the number right approach and the CTBS-U is scored using Item Response Theory. These two different approaches to scoring could have but did not cause differences in results.

Full-day classes scored higher but not significantly higher than half-day classes in reading and in mathematics on the CAT and the CTBS-U. On the CAT, half-day classes had a mean reading score of 258, and full-day classes had a mean reading score of 291. Half-day classes had a mean CAT math score of 278, and full-day classes had a mean CAT math score of 296.

An examination of the scores indicated a consistent pattern of results between CAT and CTBS-U. The CAT data therefore validated the CTBS-U data, indicating that the full-day classes as a group performed better than the half-day classes as a group, but the degree to which that performance was different was not statistically significant at the .05 level.

Table 4 outlines the results of the multivariate analysis of variance with repeated measures or achievement gains over the one academic year of time. Again, a probability value of less than .05 was required for a variable to be considered significant.

There was no significant difference between the full-day classes and the half-day classes for reading and mathematics gains con-

TABLE 4

RELATIONSHIP BETWEEN ACHIEVEMENT GAINS ON THE CTBS-U
and
FULL-/HALF-DAY CLASS PLACEMENT

Results of the Multivariate Analysis of Variance with Repeated Measures for the CTBS-U Data - Achievement Gains from September, 1982 to May 1983

| <u>Variables</u> | <u>Probability Values</u> |
|-------------------------------|---------------------------|
| Full-Day vs. Half-Day Classes | |
| Composite Achievement | .180 |
| Reading | .325 |
| Mathematics | .078 |
| <hr/> | |
| All Classes | |
| Composite Achievement | .000* |
| Reading | .000* |
| Mathematics | .000* |
| <hr/> | |

*p < .05 (significant)

sidered together as a composite achievement measure ($p = .180$). There was no significant difference between the full-day classes and the half-day classes for reading ($p = .325$) or for mathematics ($p = .078$) achievement as measured by gains on the CTBS-U from pretest to posttest. In other words, students in the full-day classes did not perform significantly better or worse than students in the half-day class in either reading or mathematics as measured by gains on the CTBS-U.

As further indicated in Table 4, however, there was a significant difference in achievement for all classes between the time of the pretesting in September, 1982 and the time of posttesting in May, 1983 for reading and mathematics considered together as a composite achievement measure ($p < .000$), for reading ($p < .000$), and for mathematics ($p < .000$) in both groups. Therefore, regardless of class placement in either the full- or half-day groups, students scored significantly better on the CTBS-U in May than in September for both reading and mathematics. Thus, all students demonstrated learning in reading and mathematics over one academic year of time, regardless of their placement in either a full- or a half-day class.

To summarize, students of various characteristics in both full- and half-day classes scored significant learning gains from the beginning to the end of one academic year of time according to standardized test data. Further, the full-day classes as a group

did score higher than the half-day classes as a group in all standardized test measures, but those differences were only statistically significant for the posttest in mathematics.

Report Cards

On the report cards, achievement of each skill was evaluated by the kindergarten teachers as accomplished, progressing, needs improvement, and/or does not apply at this time. For analysis in this study points were assigned for each level of achievement - three points for "accomplished", two points for "progressing", one point for "needs improvement", and no points for "does not apply at this time." A total point value was thereby determined for each student's achievement of each skill as illustrated in figure 2a-b. For example, if a student received "accomplished" for each of the eight sub-skills in the social development section of the report card, the student would have received three points times eight skills for a total of twenty-four sub-skill points in the category of social development. Point totals were calculated using this method for each of the seven report card categories in February and in June. The maximum points possible for each category on the report card was twenty-four points for social development, thirty-six points for physical development, twelve points for creative expression, forty-two points for number readiness, nine points for language, forty-eight points for reading readiness, and thirty points for work habits. For each report card variable then,

Kindergarten Report Card with Point Values for Analysis Indicated

We learn to express ourselves creatively



SOCIAL DEVELOPMENT 24 points possible

| | 1 | 2 |
|---|---|---|
| Cooperates with others | | |
| Shows courtesy and self control in speech and actions | | |
| Shares materials | | |
| Respects rights and property of others | | |
| Works well with others | | |
| Responds positively to constructive criticism | | |
| Accepts responsibilities | | |
| Shows self confidence | | |

PHYSICAL DEVELOPMENT 36 points possible

| | | |
|--------------------------------|---------------------------------|--|
| Large muscle | hops | |
| | skips | |
| | gallops | |
| | throws, catches, bounces a ball | |
| | balance | |
| Small muscle | uses crayons with control | |
| | uses scissors with control | |
| | holds pencil correctly | |
| | pastes neatly | |
| dresses with a minimum of help | buttons | |
| | zips | |
| | ties | |

| KEY | points possible |
|--|---|
| ☒ Accomplished = 3 | ☒ Needs improvement = 1 |
| ☐ Progressing = 2 | ☐ Does not apply at this time = 0 |

CREATIVE EXPRESSION 12 points possible

| | 1 | 2 |
|---|---|---|
| Participates in singing and rhythmic activities | | |
| Participates orally in sharing experiences | | |
| Draws a figure of a person | | |
| Is imaginative with art materials | | |

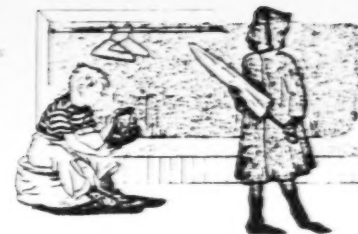
NUMBER READINESS 42 points possible

| | |
|--------------------------------|--|
| Counts objects 1-10 | |
| 11-20 | |
| Recognizes 0-10 | |
| 11-20 | |
| Writes 1-10 | |
| 11-20 | |
| Has concept 1-10 | |
| 11-20 | |
| Understands basic terms | |
| Identifies geometric shapes | |
| Reproduces geometric shapes | |
| Understands placement terms | |
| Understands quantitative terms | |
| Tells time to the hour | |

LANGUAGE 9 points possible

| | |
|-----------------------------------|--|
| Speaks clearly | |
| Expresses ideas well | |
| Participates in group discussions | |

We learn to dress ourselves



READING READINESS 48 points possible

| | 1 | 2 |
|--|---|---|
| Knows full name, address, telephone number | | |
| Recognizes 8 basic colors | | |
| Recognizes color words | | |
| Knows right and left hands | | |
| Uses left to right progression | | |
| Prints name in manuscript form | | |
| Sees likenesses and differences in objects | | |
| Classifies objects in categories | | |
| Identifies rhyming words | | |
| Identifies beginning sounds | | |
| Identifies alphabet capital | | |
| small | | |
| Relates story in sequence | | |
| Interprets a simple picture story | | |
| Shows growth in developing vocabulary | | |
| Understands use of calendar | | |

WORK HABITS 30 points possible

| | |
|--|--|
| Uses time to good advantage | |
| Works independently | |
| Listens attentively | |
| Follows directions | |
| Shows adequate attention span | |
| Shows initiative | |
| Works carefully and neatly | |
| Finishes work in a reasonable length of time | |
| Takes care of materials | |
| Is observant | |



We learn to share experiences

figure 2a

| COMMENTS - 1 | |
|--------------------------|--|
| Teacher: | |
| Parent: | |
| Parent's Signature _____ | |

| COMMENTS - 2 | |
|--------------|--|
| Teacher: | |

| ATTENDANCE | | | | | | | | | | | |
|-------------|------|-----|-----|-----|-----|-----|-----|-----|-----|------|--|
| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | |
| Days absent | | | | | | | | | | | |
| Times tardy | | | | | | | | | | | |

| PUPIL PLACEMENT | |
|-----------------|---|
| 19__ 19__ | Grade level _____ Teacher's Signature _____ |



figure 2b

Hamilton Township Schools

Mercer County, New Jersey

19__ - 19__

PROGRESS REPORT KINDERGARTEN

Pupil _____

School _____

Dear Parents,

Kindergarten is an important part of a child's development. It may be his first experience in a group environment. He will learn to work and play with others. He needs to learn to discover himself. Our aim is to help him build new habits, attitudes and skills in a pleasant surroundings.

This progress report is an evaluation of your child's growth toward the goals of Kindergarten. For the successful education of your child, complete understanding and cooperation between home and school is desirable. Quality education for our children is a common interest.

Teacher _____

Principal _____

a score for each student was determined by adding the points earned for each sub-skill.

In analysis of the report card data, a stepwise multiple regression was performed to determine if there was a correlation between the background variables (i.e. sex, parental preference for full-/half-day, attendance, preschool screening score, age, and preschool experience), the predictor variable of full-/half-day kindergarten class placement, and the report card criteria variables (i.e. social development, physical development, creative expression, number readiness, language, reading readiness, and work habits) in February and June 1983. Again, the stepwise multiple regression was performed for the purpose of data exploration (i.e. to determine which, if any, of the background variables were significantly correlated with the criteria variables of the report card skills).

Table 5 summarizes the results of that analysis. No background variable consistently affected the report card criteria variables. Further, full-/half-day class placement was not correlated with achievement as measured by the report card. Parental preference for full-day class placement, however, was significantly correlated with creative expression, number readiness, language, and work habits. Preschool experience was correlated with language. Because no background variable consistently affected the criteria variables (i.e. skill categories) of the report card, and because

TABLE 5

RELATIONSHIP BETWEEN REPORT CARDS, BACKGROUND VARIABLES
AND FULL-/HALF-DAY CLASS PLACEMENT

Stepwise Multiple Regression Analyses Showing the Relationship
 Between the Background Variables and the Report Card Criteria
 Variables in June, 1983

| Report Card
Criteria Variables | BACKGROUND VARIABLES | | | | | | Full-/Half-
Day Class
Placement |
|-----------------------------------|----------------------|------------------------|------------|---------------------------------|-----|-------------------------|---------------------------------------|
| | Sex | Parental
Preference | Attendance | Preschool
Screening
Score | Age | Preschool
Experience | |
| Social Development | No | No | No | No | No | No | No |
| Physical Development | No | No | No | No | No | No | No |
| Creative Expression | No | Yes | No | No | No | No | No |
| Number Readiness | No | Yes | No | No | No | No | No |
| Language | No | Yes | No | No | No | Yes | No |
| Reading Readiness | No | No | No | No | No | No | No |
| Work Habits | No | Yes | No | No | No | No | No |

of the restricted sample size ($N = 160$), however, no background variables were utilized in the multivariate analysis of variance with repeated measures.

In other words, while some background variables were correlated with some criteria variables for the total sample, no background variable was significantly correlated with every report card variable. Additionally for the variable of parental preference, it should be noted that the numbers of parents with a preference for full- and half-day classes were so unequal (i.e. 33, 3, 36, and 76), especially within one group having only three subjects, that further analyses were prohibited for the variable of parental preference. No further analysis of parental preference would have been useful, either, since that background variable was established beyond the control of the committee.

Table 6 outlines the mean scores and gain scores for the report card data. For physical development, the half-day classes had a mean score of 32 in February and 35 in June for a 3 point gain, while the full-day classes had a mean score of 34 in February and 35 in June for a 1 point gain. For number readiness, the half-day classes had a mean score of 28 in February and 39 in June for an 11 point gain, while the full-day classes had a mean score of 33 in February and 41 in June for an 8 point gain. Likewise, for reading readiness, the half-day classes had a mean score of 36 in February and 44 in June for an 8 point gain; while, the full-day

TABLE 6
REPORT CARD ACHIEVEMENT DATA

Mean Scores and Gain Scores for Report Card Data for the Pilot Schools

| | Half-Day | | | | Half/Full | | | Full-Day | | | |
|-------------------------------|----------|------|------|------|-----------|-------|------|----------|------|------|------|
| | 1 | 2 | 3 | 4 | Half | Total | Full | 5 | 6 | 7 | 8 |
| Pretest Social Development | 23 | 21 | 21 | 19 | 21 | 21 | 21 | 22 | 19 | 23 | 22 |
| Posttest Social Development | 23 | 23 | 22 | 21 | 22 | 23 | 23 | 22 | 22 | 24 | 23 |
| Social Development Gain | 0 | +2 | +1 | +2 | +1 | +2 | +2 | 0 | +3 | +1 | +1 |
| Pretest Physical Development | 33 | 32 | 29 | 33 | 32 | 33 | 34 | 34 | 33 | 34 | 35 |
| Posttest Physical Development | 36 | 34 | 34 | 35 | 35 | 35 | 35 | 35 | 35 | 36 | 35 |
| Physical Development Gain | +3 | +2 | +5 | +2 | +3* | +2 | +1* | +1 | +2 | +2 | 0 |
| Pretest Creative Expression | 12 | 9 | 10 | 10 | 10 | 10 | 11 | 11 | 9 | 11 | 12 |
| Posttest Creative Expression | 12 | 10 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 12 | 12 |
| Creative Expression Gain | 0 | +1 | +1 | +1 | +1 | +1 | 0 | 0 | +2 | +1 | 0 |
| Pretest Number Readiness | 33 | 25 | 27 | 29 | 28 | 31 | 33 | 34 | 26 | 40 | 32 |
| Posttest Number Readiness | 40 | 38 | 38 | 39 | 39 | 40 | 41 | 40 | 40 | 42 | 41 |
| Number Readiness Gain | +7 | +13 | +11 | +10 | +11* | +9 | +8* | +6 | +14 | +2 | +9 |
| Pretest Language | 8.1 | 8.3 | 7.2 | 6.9 | 7.6 | 7.8 | 8.0 | 8.2 | 7.0 | 8.5 | 8.2 |
| Posttest Language | 8.3 | 8.5 | 7.3 | 8.1 | 8.0 | 8.3 | 8.5 | 8.6 | 8.2 | 8.6 | 8.7 |
| Language Gain | +0.2 | +0.2 | +0.1 | +0.2 | +0.4 | +0.5 | +0.5 | +0.4 | +0.2 | +0.1 | +0.5 |
| Pretest Reading Readiness | 45 | 32 | 29 | 40 | 36 | 39 | 42 | 45 | 33 | 43 | 47 |
| Posttest Reading Readiness | 47 | 43 | 42 | 46 | 44 | 46 | 47 | 47 | 45 | 47 | 48 |
| Reading Readiness Gain | +2 | +11 | +13 | +6 | +8* | +7 | +5* | +2 | +12 | +4 | +1 |
| Pretest Work Habits | 28 | 26 | 23 | 24 | 25 | 26 | 26 | 26 | 24 | 27 | 29 |
| Posttest Work Habits | 29 | 27 | 24 | 26 | 26 | 27 | 28 | 27 | 28 | 29 | 29 |
| Work Habits Gain | +1 | +1 | +1 | +2 | +1 | +1 | +2 | +1 | +4 | +2 | 0 |

*p < .05 (significant)

classes had a mean score of 42 in February and 47 in June for a 5 point gain. Although the full-day students scored at or above half-day students in all sub-skill areas of the report card, the latter showed statistically significant greater gains than the full-day students in physical development, number readiness, and reading readiness on the report cards.

The higher gains for the half-day classes may have been due to the pressure of time sensed by both the teachers and students who were trying to complete the same kindergarten curriculum as their counterparts in the full-day classes with more than twice the class time available. The full-day teachers, meanwhile, were frequently reminded to enrich the curriculum horizontally and to provide time for social experiences, also, rather than to accelerate through more and more of the curriculum. (That is to say that the full-day teachers were instructed to use the letter A in many different types of learning activities rather than to proceed quickly to the letter B.)

No significant differences were noted in the report cards between the full-day classes and the half-day classes in the areas of social development, creative expression, language or work habits. The areas of social development and work habits were analyzed as behavioral data elsewhere in this report.

For creative expression the half-day classes had a mean score of 10 in February and 11 in June for a gain of 1 point, while the

full-day classes had a mean score of 11 in both February and June. For language the half-day classes had a mean score of 7.8 in February and 8.3 in June for a gain of .5 of a point, while the full-day class had a mean score of 8.2 in February and 8.6 in June for a gain of .4 of a point.

As indicated in Tables 6 and 7, the report card gains in the skills of physical development (.000), number readiness (.000), and reading readiness (.000) were significantly different between full- and half-day classes. As measured by the report cards students in the half-day classes performed significantly better in those areas than their peers in the full-day classes.

Table 7 further indicates that differences for all seven report card variables were significant, however, between February and June, 1983. In other words, regardless of placement in full- or half-day classes, the students did achieve significantly more in June, 1983 than in February, 1982 on each of the seven report card variables. Students in all classes then demonstrated learning.

Table 8 also reflects the learning growth measured on the report cards. The number of "accomplished" grades increased in every class from 1 through 8, while the number of "needs improvement" grades dropped in every class from February to June, 1983.

Table 9 outlines the distribution of each of the report card grades for every class in June, 1983. It can be compared with

TABLE 7

RELATIONSHIP BETWEEN ACHIEVEMENT GAINS ON THE
REPORT CARDS AND FULL-/HALF-DAY CLASS PLACEMENT

Results of the Multivariate Analysis of Variance with Repeated Measures for the Report Card Achievement Gain Data from September, 1982 to June, 1983

| Dependent Variables | Probability Values Factors | |
|-----------------------|----------------------------|----------------------|
| | Full/Half Day | Sept. 1982/June 1983 |
| Composite Achievement | .000* | .000* |
| Social Development | .691 | .000* |
| Physical Development | .000* | .000* |
| Creative Expression | .181 | .000* |
| Number Readiness | .000* | .000* |
| Language | .185 | .000* |
| Reading Readiness | .000* | .000* |
| Work Habits | .220 | .000* |

*p < .05

TABLE 8

SUMMARY OF REPORT CARD DATA

February/June 1983

| Grades | Classes | Totals | | | | | | | | | | |
|---|--|--------|--------|--------|--------|--------|---------|---------|--------|--------|--------|--------|
| | | 1 | 2 | 3 | 4 | Half | All | Full | 5 | 6 | 7 | 8 |
| 1. Number of students | | 23/23 | 21/19 | 20/21 | 23/21 | 87/84 | 176/171 | 89/87 | 22/22 | 21/21 | 23/21 | 23/23 |
| 2. Number of students' grades possible | February | 1474 | 1407 | 1273 | 1541 | 5695 | 11591 | 5896 | 1474 | 1407 | 1541 | 1474 |
| | June | 1541 | 1273 | 1407 | 1407 | 5628 | 11457 | 5829 | 1474 | 1407 | 1407 | 1541 |
| | Percentage of students' grades recorded | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| 3. Number of students' grades that were ✓'s | February | 1189 | 795 | 653 | 1044 | 3681 | 8007 | 4326 | 1160 | 772 | 1146 | 1248 |
| | June | 1413 | 1008 | 1063 | 1178 | 4662 | 9963 | 5301 | 1315 | 1167 | 1323 | 1486 |
| | Percentage of students' grades that were ✓'s February/June | 81/92% | 57/79% | 51/76% | 68/84% | 64/83% | 69/87% | 73/91% | 79/89% | 55/83% | 74/94% | 85/96% |
| 4. Number of students' grades that were P's | February | 176 | 346 | 292 | 228 | 1042 | 2247 | 1205 | 223 | 484 | 373 | 125 |
| | June | 72 | 231 | 251 | 165 | 719 | 1196 | 477 | 138 | 223 | 69 | 47 |
| | Percentage of students' grades that were P's February/June | 12/5% | 25/18% | 23/18% | 15/12% | 19/13% | 20/10% | 20.5/8% | 15/9% | 34/16% | 24/5% | 8/3% |
| 5. Number of students' grades that were X's | February | 78 | 98 | 186 | 223 | 585 | 739 | 154 | 47 | 55 | 20 | 32 |
| | June | 56 | 34 | 93 | 64 | 247 | 308 | 61 | 21 | 17 | 15 | 8 |
| | Percentage of students' grades that were X's February/June | 5/4% | 7/3% | 15/7% | 14/8% | 10/4% | 6/3% | 2.5/1% | 3/1% | 4/1% | 1/1% | 2/1% |
| 6. Number of students' grades that were 0's | February | 31 | 147 | 141 | 46 | 365 | 559 | 194 | 44 | 62 | 0 | 88 |
| | June | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Percentage of students' grades that were 0's February/June | 2/0% | 10/0% | 11/0% | 3/0% | 6.5/0% | 5/0% | 3/0% | 3/0% | 4/0% | 0/0% | 6/0% |

| Grades | Classes | 1 | 2 | 3 | 4 | Half | All | Full | 5 | 6 | 7 | 8 |
|--|---------------------------|------|------|------|------|------|-------|------|------|------|------|------|
| 7. Number of days possible | February | 2070 | 1890 | 1800 | 2070 | 7830 | 15840 | 8010 | 1980 | 1890 | 2070 | 2070 |
| | June | 2093 | 1729 | 1911 | 1911 | 7644 | 15561 | 7917 | 2002 | 1911 | 1911 | 2093 |
| | Percentage of days absent | | | | | | | | | | | |
| | February/June | 2/5% | 6/6% | 3/6% | 6/8% | 4/6% | 4/6% | 4/5% | 3/4% | 5/7% | 3/6% | 4/3% |
| 8. Comments about the need for improved behavior | February/June | 4/0 | 8/2 | 4/4 | 9/1 | 25/7 | 53/16 | 28/9 | 8/8 | 11/0 | 4/1 | 5/0 |

TABLE 9
SUMMARY OF REPORT CARD GRADES
June 1983

| Grades | Classes | TOTALS | | | | | | | | | | |
|--|---------|--------|------|------|------|------|-------|------|------|------|------|------|
| | | 1 | 2 | 3 | 4 | Half | All | Full | 5 | 6 | 7 | 8 |
| 1. Number of students | | 23 | 19 | 21 | 21 | 84 | 171 | 87 | 22 | 21 | 21 | 23 |
| Late Entrants | | 1 | 0 | 1 | 0 | 2 | 8 | 6 | 2 | 0 | 2 | 2 |
| Early Withdrawals | | 0 | 2 | 2 | 1 | 5 | 11 | 6 | 0 | 2 | 4 | 0 |
| 2. Number of students' grades possible | | 1541 | 1273 | 1407 | 1407 | 5628 | 11457 | 5829 | 1474 | 1407 | 1407 | 1541 |
| Number of boys' grades possible | | 737 | 469 | 603 | 603 | 2412 | 5025 | 2613 | 603 | 536 | 670 | 804 |
| Number of girls' grades possible | | 804 | 804 | 804 | 804 | 3216 | 6432 | 3216 | 871 | 871 | 737 | 737 |
| Number of students' grades recorded | | 1541 | 1273 | 1407 | 1407 | 5628 | 11457 | 5829 | 1474 | 1407 | 1407 | 1541 |
| Percentage of students' grades recorded | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| 3. Number of students' grades that were ✓'s | | 1413 | 1008 | 1063 | 1178 | 4662 | 9963 | 5301 | 1315 | 1167 | 1323 | 1486 |
| Number of boys' grades that were ✓'s | | 671 | 376 | 418 | 449 | 1914 | 4227 | 2313 | 533 | 384 | 643 | 753 |
| Percentage of boys' grades that were ✓'s | | 91% | 80% | 69% | 74% | 79% | 84% | 89% | 88% | 72% | 96% | 94% |
| Number of girls' grades that were ✓'s | | 742 | 632 | 645 | 729 | 2748 | 5726 | 2978 | 782 | 783 | 680 | 733 |
| Percentage of girls' grades that were ✓'s | | 92% | 79% | 80% | 91% | 85% | 89% | 93% | 90% | 90% | 92% | 99% |
| Percentage of students' grades that were ✓'s | | 92% | 79% | 76% | 84% | 83% | 87% | 91% | 89% | 83% | 94% | 96% |
| 4. Number of students' grades that were P's | | 72 | 231 | 251 | 165 | 719 | 1196 | 477 | 138 | 223 | 69 | 47 |
| Number of boys' grades that were P's | | 41 | 90 | 142 | 97 | 370 | 636 | 266 | 58 | 138 | 27 | 43 |
| Percentage of boys' grades that were P's | | 6% | 19% | 24% | 16% | 15% | 13% | 10% | 10% | 26% | 4% | 5% |
| Number of girls' grades that were P's | | 31 | 141 | 109 | 68 | 349 | 560 | 211 | 80 | 85 | 42 | 4 |
| Percentage of girls' grades that were P's | | 4% | 18% | 14% | 8% | 11% | 9% | 7% | 9% | 10% | 6% | 1% |
| Percentage of students' grades that were P's | | 5% | 18% | 18% | 12% | 13% | 10% | 8% | 9% | 16% | 5% | 3% |

| Grades | Classes | 1 | 2 | 3 | 4 | Half | All | Full | 5 | 6 | 7 | 8 |
|--|---------|------|------|------|------|------|--------|-------|-------|-------|-------|------|
| 5. Number of students' grades that were X's | | 56 | 34 | 93 | 64 | 247 | 308 | 61 | 21 | 17 | 15 | 8 |
| Number of boys' grades that were X's | | 25 | 3 | 43 | 57 | 128 | 162 | 34 | 12 | 14 | 0 | 8 |
| Percentage of boys' grades that were X's | | 3% | 1% | 7% | 9% | 5% | 3% | 1% | 2% | 3% | 0% | 1% |
| Number of girls' grades that were X's | | 31 | 34 | 50 | 7 | 122 | 149 | 27 | 9 | 3 | 15 | 0 |
| Percentage of girls' grades that were X's | | 4% | 4% | 6% | 1% | 15% | 19% | 3% | 1% | 0% | 2% | 0% |
| Percentage of students' grades that were X's | | 4% | 3% | 7% | 5% | 4% | 3% | 1% | 1% | 1% | 1% | 1% |
| 6. Number of students' grades that were 0's | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of boys' grades that were 0's | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of boys' grades that were 0's | | 0% | 0% | 0% | 0% | 0% | 0 | 0% | 0% | 0% | 0% | 0% |
| Number of girls' grades that were 0's | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of girls' grades that were 0's | | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of students' grades that were 0's | | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| 7. Number of days possible | | 2093 | 1729 | 1911 | 1911 | 7644 | 15561 | 7917 | 2002 | 1911 | 1911 | 2093 |
| Number of days present | | 1997 | 1617 | 1803 | 1760 | 7177 | 14688½ | 7510½ | 1913½ | 1776½ | 1800½ | 2020 |
| Percentage of days present | | 95% | 94% | 94% | 92% | 94% | 94% | 95% | 96% | 93% | 94% | 97% |
| Number of days absent | | 96 | 112 | 108 | 151 | 467 | 873½ | 406½ | 88½ | 134½ | 110½ | 73 |
| Percentage of days absent | | 5% | 6% | 6% | 8% | 6% | 6% | 5% | 4% | 7% | 6% | 3% |
| 8. Comments about the need for improved behavior | | | | | | | | | | | | |
| Boys | | 0 | 2 | 4 | 1 | 7 | 14 | 7 | 5 | 1 | 1 | 0 |
| Girls | | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 0 | 0 | 0 |
| Total Students | | 0 | 2 | 4 | 1 | 7 | 16 | 9 | 8 | 0 | 1 | 0 |

the Summary of Report Card Grades for February, 1982 on pages 79 and 80 the "Interim Evaluation."

To summarize, students of various characteristics in both full- and half-day classes scored significant learning gains in the seven skill areas of the report card during the second half of the academic year. Further, while the learning gains in the areas of physical development, number readiness and reading readiness were statistically greater for the half-day classes, full-day classes as a group scored at or above the half-day classes as a group for every report card skill.

Finally then students of various characteristics, demonstrated growth in achievement over the 1982-1983 academic year of time regardless of full-/half-day class placement. While the half-day students did make statistically greater gains than the full-day students in three sub-skill areas, the full-day students scored at or above the half-day students on every sub-skill area of the report cards.

BEHAVIORAL DATA

As also outlined on Table 6, the social development section of the report card and the work habits section of the report were the sources of behavioral data for the multivariate analysis. For social development, the half-day classes had a mean score of 21 in February and 22 in June for a 1 point gain, while the full-day classes had a mean score of 21 in February and 23 in June for a 2 point gain. For work habits, the half-day classes had a mean score of 25 in February and 26 in June for a 1 point gain, while the full-day classes had a mean score of 26 in February and 28 in June for a 2 point gain.

As noted previously, full- and half-day students did not significantly differ in terms of social development ($p = .691$) or work habits ($p = .220$). All students regardless of half-/full-day class placement did perform significantly better in June than in February, however, in the areas of social development and work habits as reflected by the report cards. In other words, students in both full- and half-day classes demonstrated growth between February and June, 1983 in the two areas of social development and work habits.

Similarly, as indicated on Tables 8 and 9, comments on the report cards in June, 1983 validated the behavioral data reflected in students' grades on the social development and work habits sections

of the report card. In comparing seven comments indicating the need for improved behavior in the half-day classes as a group with nine such comments for the full-day classes as a group, behavioral similarity was apparent. Further in comparing the reduction in the number of such comments between February and June, improvement in student behavior was confirmed. (For the half-day classes the number of such comments dropped from twenty-five to seven, and for the full-day classes the number of such comments dropped from twenty-eight to nine.)

ATTENDANCE DATA

As previously discussed, attendance was one of the variables in the stepwise multiple regressions (Table 3A and Table 5). As also indicated previously, attendance was not correlated with any of the criteria, with full-/half-day class placement, or with any of the criteria achievement variables. As a group students in the full-day classes demonstrated neither better nor worse attendance than students in the half-day classes as a group. Further, as already reported, students with good attendance did not achieve significantly better or worse than students with poor attendance.

As reflected in Table 8, however, attendance worsened slightly in almost every class during the second semester. Students in half-day classes 1 through 4 were present ninety-six percent of the time from September 1982 to February 1983, while the same students were present only ninety-four percent of the time from February to June 1983. Similarly students in full-day classes 5 through 8 were present ninety-six percent of the time from September 1982 to June 1983, while the same students were present only ninety-five percent of the time from February to June 1983. That worsening pattern of attendance during the second semester can be reasonably expected as the norm for students in all grades at all schools, however. Further the total rates of attendance in both February (96%) and June (94%) 1983 were considered good.

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

QUESTIONNAIRES

In an effort to validate the attitudes of those most directly involved with the Full-Day Kindergarten Pilot Program, questionnaires were sent to parents, principals, teachers, and aides at the four pilot sites as part of the interim and full scale evaluation processes respectively in January and May, 1983. Only minor revisions (date changes and syntax) were made to the questionnaires. The data sought was the same. (See Appendix)

In sum and as indicated in Table 10, 176 and 177 parental questionnaires respectively were sent through the United States mail on January 3, and May 13, 1983. The number of those questionnaires sent to each class for the full scale evaluation varied from the interim evaluation because of students normally entering and withdrawing at the schools throughout the year. Parents of each kindergarten student at a pilot site were asked to complete a questionnaire and return it in a self-addressed, stamped envelope by January 17, and May 27, 1983. As of January 21, and August 1, 1983, ninety and fifty-five questionnaires respectively were tallied for acceptable return rates of fifty-one percent and thirty-one percent.

The difference in the rates of return for parental questionnaires is substantial but also understandable. The committee believes that the drop in the rate of return for parental questionnaires in May 1983 was probably due to parents' waning interest at the end of their children's class experience, some confusion about the need to answer the same questions a second time, and commitment to other late Spring, pre-vacation activities.

Thirty-five (39.5%) and nineteen (21%) of the eighty-seven and eighty-eight questionnaires sent to parents of students in the half-day classes were returned in January and May, 1983. Similarly fifty-five (62%) and thirty-six (40.5%) of the eighty-nine questionnaires sent to parents of students in the full-day classes were returned.

As found in the interim evaluation, the rate of return was generally higher for the full-day classes, about two to one. The committee believes, however, that the rates of return for both full-and half-day classes, as well as the averages (51% and 31%) were all satisfactory. Further the committee believes that the consistently proportionate rate of return in half- and full-day classes validates the data gathered in both evaluations.

Similarly thirty-eight questionnaires were sent to professional staff through inter-school mail on January 3, and May 13, 1983. Staff members were asked to complete a questionnaire and return it directly to the Director of Elementary Education by January 17, and May 27, 1983.

As of January 21, and August 1, 1983 respectively, twenty-eight and thirty-six questionnaires were tallied for return rates of seventy-four percent and ninety-five percent. All (100%) of the questionnaires sent to the four principals and seven kindergarten teachers were returned both times. Additionally seventeen (63%) and twenty-five (93%) of the twenty-seven questionnaires sent to the resource teachers involved at the pilot sites were returned in January and May 1983. The committee believes that the return rate for the resource teachers was improved in May 1983 due to the professional staff's better understanding of expectations in the evaluation design.

All (100%) five of the questionnaires sent to the aides were returned both times. (Four of the aides were lunchroom/ playground aides hired especially for the pilot, while one was a Dale Avenue aide regularly employed for the kindergarten class at one of the buildings.)

The actual questionnaires as well as the total and interpretative summaries of responses to those questionnaires follow.

CURR3

TABLE 10
SUMMARY OF QUESTIONNAIRES SENT AND RETURNED
JANUARY/MAY
1983

Questionnaire for Parents

| CLASSES | JANUARY | | | MAY | | |
|------------|---------|----------|----------------|------|----------|----------------|
| | Sent | Returned | Rate of Return | Sent | Returned | Rate of Return |
| 1 | 23 | 17 | 74 | 23 | 7 | 30 |
| 2 | 21 | 8 | 38 | 20 | 4 | 20 |
| 3 | 20 | 4 | 20 | 22 | 2 | 9 |
| 4 | 23 | 6 | 26 | 23 | 6 | 26 |
| Half-day | 87 | 35 | 39.5 | 88 | 19 | 21 |
| TOTALS All | 176 | 90 | 51 | 177 | 55 | 31 |
| Full-day | 89 | 55 | 62 | 89 | 36 | 40.5 |
| 5 | 22 | 13 | 59 | 22 | 9 | 41 |
| 6 | 21 | 11 | 52 | 21 | 8 | 38 |
| 7 | 23 | 19 | 83 | 23 | 11 | 48 |
| 8 | 23 | 12 | 52 | 23 | 8 | 35 |

Questionnaire for Professional Staff

| STAFF | JANUARY | | | MAY | | |
|-------------------|---------|----------|----------------|------|----------|----------------|
| | Sent | Returned | Rate of Return | Sent | Returned | Rate of Return |
| Principals | 4 | 4 | 100 | 4 | 4 | 100 |
| Kgn. Tchrs. | 7 | 7 | 100 | 7 | 7 | 100 |
| Resource Teachers | 27 | 17 | 63 | 27 | 25 | 93 |
| TOTALS | 38 | 28 | 74 | 38 | 36 | 95 |

Questionnaire for Aides

| AIDES | JANUARY | | | MAY | | |
|-------|---------|----------|----------------|------|----------|----------------|
| | Sent | Returned | Rate of Return | Sent | Returned | Rate of Return |
| TOTAL | 5 | 5 | 100 | 5 | 5 | 100 |

QUESTIONNAIRE FOR PARENTS

SUMMARY

January/May, 1983

Figures 3a-c are actually a questionnaire for parents. In sum and as indicated in figures 3d-p, the questionnaire for parents indicated the following:

1. The kindergarten curriculum in Hamilton Township, as reflected at the four pilot sites, is well balanced in terms of academic and social experiences. The parents are satisfied with the curriculum. Further they recognize the necessity of a good teacher who can individualize the instructional process to meet their child(ren)'s needs within that curriculum.
2. The overwhelming majority of children involved in the pilot study in both full-and half-day classes were perceived as happy in kindergarten. The children in both full- and half-day classes at the four pilot sites also demonstrated increased confidence as well as improved ability to work and play during the kindergarten experience.

It should be noted further, however, that more learning was perceived by parents of students in the full-day classes. Especially notable were comments offered by several parents who indicated that their children currently in kindergarten compared favorably with older siblings who had not learned so much when they had previously attended a half-day program.

51.

3. A substantial need for child care in the community was indicated, too, as part of the survey. The committee must remind the readers of this report, however, that such data is reported only as a matter of fact rather than as any consideration for recommendations.
4. Finally the committee noted that the majority of parents favored a full-day program, although some parents still did prefer the half-day program. Several parents commented about their desire for parental choice as a factor in determining the appropriate full- or half-day kindergarten program for their children. Further, several parents commented upon the importance of time in the instructional process, specifically the "ideal" length of school day during the school year.

QUESTIONNAIRE FOR PARENTS

Specific questions and responses follow:

A.

1. Briefly describe the strengths of your child's kindergarten program.

As a whole parents continued to indicate curriculum (and instructional gains) as the primary strengths of the kindergarten program. Thirty-five parents in January and thirty-eight parents in May cited curriculum as a strength. While the curriculum itself was the focus in January, the students' curricular achievement was noted in May.

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

KINDERGARTEN QUESTIONNAIRE FOR PARENTS

Dear Parent(s)/Guardian(s):

The Hamilton Township Schools Full-Day Kindergarten Pilot Program Committee would appreciate your anonymous response to this questionnaire. Please return it to the school district in the enclosed self-addressed, stamped envelope as soon as possible, but no later than May 27, 1983. You are encouraged to call your school principal or my office if you have any questions.

Thanking you in advance for your cooperation,

Virginia Gittelman, Ed.D.
Director of Elementary Education

PLEASE COMPLETE: Name of School: _____
Session: A.M. ____ P.M. ____ Full-day ____

- A. Please give us your opinion of the Hamilton Township kindergarten program by answering the following questions to the best of your ability:
1. Briefly describe the strengths of your child's kindergarten program.
 2. Briefly describe the weaknesses of your child's kindergarten program.
 3. Briefly describe how your child's kindergarten experiences could be improved.

SEE REVERSE SIDE

figure 3a

- B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.
1. How has your child's ability to work and play with other children changed since attending kindergarten?
☐ My child has greatly improved.
☐ My child has improved a little.
☐ My child has not changed much.
 2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. ☐ Yes ☐ No
 3. How much do you believe your child has learned in kindergarten?
☐ My child has learned a great deal.
☐ My child has learned an average amount.
☐ My child has learned little.
 4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?
☐ My child gained much more confidence.
☐ My child gained a little more confidence.
☐ My child's confidence did not change much.
 5. How much of your child's total development since school began would you say is from experiences in kindergarten?

| | |
|-------------------------------|---------------------------------|
| ☐ Most | ☐ Little |
| ☐ Some | ☐ None |
 6. Is it necessary for you to have someone care for your child all day because of other demands on your time? ☐ Yes ☐ No
 7. How has your child generally responded to the kindergarten program?

| | |
|------------------------------------|--------------------------------|
| ☐ Bored | ☐ Happy |
| ☐ Exhausted | ☐ Angry |
 8. If you had to choose now, which would you prefer for your child?
☐ Full-day kindergarten
☐ Half-day kindergarten

figure 3b

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

Additionally eighteen parents in January and eight parents in May perceived the teacher as a strength of the program. Among responses from the half-day classes, 11 parents in both January and May noted the curriculum, and 11 parents in January but only 4 parents in May noted the teacher as strengths of the program. Considering the full-day classes as a whole, 24 parents in January and 27 parents in May commented about curriculum, 16 parents in January and eleven parents in May commented about time or the pace of instruction, while 7 parents in January and 4 parents in May indicated the teacher as strengths of the program.

The curriculum, time and the teacher then were, in order, most frequently indicated as strengths of the kindergarten program. The Committee noted further that the role of the teacher as a manager of time to implement the curriculum was perceived as more important for the half-day classes, while the time to implement the curriculum more fully was noted as a strength for the full-day classes. The curriculum was seen as an obvious strength in both situations.

2. Briefly describe the weaknesses of your child's kindergarten program.

Totally 26 parents in January and nineteen parents in May indicated "none" as the major weaknesses of the program. Nineteen parents in January and twelve parents in May noted time or pace as the greatest weakness of the program. Comments about time in January compared the full-day and half-day programs, indicated that lunch, nap and rest times

were too long or too short, and recommended a time adjustment for a shorter day in September and October with a longer day near the end of the year and/or a 3:00 p.m. dismissal.

As part of the interim evaluation the Committee noted that there may be a need to inform parents more carefully about the kindergarten schedule, particularly about the meaning of "rest." In January, 1983 several parents erroneously seemed to believe that rest period meant definite nap or sleep time, when in fact "rest" could better be defined as "quiet relaxation" time. Interestingly such comments about time were not repeated in May, 1983 when parents only praised or recommended adjustments in the total length of the daily schedule for the full-day program. (The committee assumes that the professional staff did respond to that confusion after noting it in the interim evaluation.)

Considering the half-day classes as a whole, 14 parents in January and 9 parents in May commented about time or pacing as the major weakness of the program. Curriculum, opportunities for individualization of instruction, and class size were also noted by several parents as weaknesses. Four parents in January and one in May indicated "none" as weaknesses.

Considering the full-day classes as a whole, 22 parents in January and 18 parents in May indicated "none" as major weaknesses of the program. Time or pacing, curriculum, and opportunities for individualization of instruction were also cited as weaknesses by several parents. Comments about curriculum indicated that some parents perceived the need for

more academics, while, contrariwise, other parents perceived the need for more socialization at this level.

3. Briefly describe how your child's kindergarten experiences could be improved.

Totally 17 parents in January and 19 parents in May indicated "none" as ideas for possible improvement of the kindergarten program. An also notably large number of 18 parents in January and 10 parents in May, mostly from the half-day classes, commented upon the advisability of adjusting time to improve the kindergarten program. Some change in curriculum, more individualization of instruction, and smaller class size were also noted in both January and May, 1983 by several parents as suggested improvements in the kindergarten program.

Again time adjustment was suggested more frequently for the half-day classes, and various curricular adjustments for individualization of instruction were suggested more frequently for the full-day classes. In order to gain more time for basic classroom instruction in half-day classes, however, some parents commented that resource teachers may not be advisable for kindergarten since such specialists take time away from the basic classroom teacher.

The Committee believes that the comments in this section indicated a perceived need for additional time so that the curriculum can be better implemented and so students can be afforded more individualized attention. In other words,

parents most immediately seemed to want more time in the kindergarten day, but parents also recognized a link between class time and individualization of instruction.

B.

January/May

1. How has your child's ability to work and play with other children changed since attending kindergarten?

| | | |
|--------------|---------------------------------|-----------|
| <u>49/29</u> | My child has greatly improved. | (54%/53%) |
| <u>28/18</u> | My child has improved a little. | (31%/33%) |
| <u>18/7</u> | My child has not changed much. | (21%/14%) |

Most parents agreed that their children's ability to work and play with other children has improved since attending kindergarten. In January eighty-five percent of both full- and half-day classes and in May ninety-four percent of the parents from the full-day kindergarten classes as well as sixty-nine percent of the parents from the half-day kindergarten classes indicated improvement. The degree of improvement seemed greater, however, at both times to parents of the full-day kindergarten classes, as sixty-five and sixty-one percent of them indicated great improvement in January and May respectively, while only thirty-seven percent of the half-day kindergarten parents indicated great improvement in both surveys.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child.

| | | | | | |
|--------------|-----|-----------|------------|----|---------|
| <u>86/47</u> | Yes | (91%/85%) | <u>8/2</u> | No | (9%/4%) |
|--------------|-----|-----------|------------|----|---------|

Parents of students in both the full-and half-day programs overwhelmingly indicated that the kindergarten program is well balanced in terms of the kinds of activities offered to their children. In January ninety-three percent and in May ninety-two percent of the full-day parents as well as one hundred percent and seventy-four percent of the half-day parents perceived balance in January and May respectively. (The committee noted that because of the small number of fifteen respondents to this question from the half-day classes in May, the seventy-four percent represents all but one parental response.)

3. How much do you believe your child has learned in kindergarten?

| | | |
|--------------|---|-----------|
| <u>55/39</u> | My child has learned a great deal. | (59%/71%) |
| <u>31/14</u> | My child has learned an average amount. | (33%/25%) |
| <u>7/2</u> | My child has learned little. | (8%/4%) |

Again, parents of children in both the full- and half-day kindergarten agreed that their children had learned an average or better than average amount in the kindergarten. In January ninety-five percent and in May ninety-seven percent of the parents from the full-day classes as well as ninety-seven percent and ninety-five percent of the parents from the half-day classes indicated such learning in January and May respectively. The degree of learning did seem greater to the parents of the full-day classes, however, since seventy-five and eighty-six percent of them and only forty and forty-two percent of the half-day kindergarten parents indicated that their children had learned a great deal by January and May.

60.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

| | | |
|--------------|--|-----------|
| <u>56/34</u> | My child gained much more confidence. | (60%/61%) |
| <u>27/14</u> | My child gained a little more confidence. | (29%/25%) |
| <u>9/8</u> | My child's confidence did not change much. | (10%/15%) |

Parents of students in both full-and half-day classes indicated that their children had gained more confidence in their ability since attending kindergarten. In January ninety percent and in May ninety-two percent of the parents of students in the full-day classes as well as ninety-seven and seventy-four percent of the parents of students in the half-day classes indicated such confidence. The difference in the degree of confidence noted among parents of children in the full- and half-day classes, however, was not so great in May as in January. Much more confidence was noted in the full-day classes in January, but both groups appeared more equally confident in May.

5. How much of your child's total development in the last year would you say is from experiences in kindergarten?

| | | | | | |
|--------------|------|-----------|-------------|--------|-----------|
| <u>40/21</u> | Most | (43%/38%) | <u>10/7</u> | Little | (11%/14%) |
| <u>43/27</u> | Some | (46%/49%) | <u>1/0</u> | None | (1%/0%) |

A large majority of parents of students in both the full-day classes and the half-day classes indicated that some or most of their child(ren)'s total development was due to experiences in kindergarten. In January ninety percent and in May ninety-one

percent of the parents from the full-day classes as well as ninety-four percent and seventy-nine percent of the parents from the half-day classes indicated such development. The degree to which parents attribute that development to the kindergarten experience remained greater, however, among the parents of the full-day classes. (Further the committee noted some possible confusion with the wording of this question in January, 1983. The phrase "in the last year" was reworded to "since school began" in the questionnaire distributed in May, 1983. The intention of the committee remained the same.)

6. Is it necessary for you to have someone care for your child all day because of other demands on your time?

| | | | | | |
|--------------|-----|-----------|--------------|----|-----------|
| <u>28/14</u> | Yes | (31%/25%) | <u>61/39</u> | No | (69%/71%) |
|--------------|-----|-----------|--------------|----|-----------|

No real difference was noted between the responses of parents from the full and half-day kindergarten classes as thirty-three percent of the former in both evaluations as well as twenty-nine percent and eleven percent of the latter indicated in January and May respectively that it is necessary for them to have someone else care for their child all day because of other demands on their time. The committee believes that such responses indicate a substantial need for day care in the community. (Again the committee notes this data only as a matter of record and not as a basis for any recommendation.)

7. How has your child generally responded to the kindergarten program?

| | | | | | |
|------------|-----------|---------|--------------|-------|-----------|
| <u>4/5</u> | Bored | (4%/9%) | <u>88/48</u> | Happy | (98%/87%) |
| <u>1/2</u> | Exhausted | (1%/4%) | <u>1/1</u> | Angry | (1%/1%) |

An overwhelming majority of parents in both classes continued to indicate that their child(ren)'s general response to the kindergarten program was happy. In January ninety-six percent of the responses from the full-day classes and one hundred percent of the responses from the half-day classes indicated happiness. Eighty-nine percent of the full-day kindergarten parents as well as eighty-four percent of the half-day parents so responded in May, 1983. (The committee believes that the May drop in the percentages in both types of classes may reflect those children having problems with the more difficult material taught later in the year and/or those children already aware of the possible need for their retention rather than promotion in June.)

8. If you had to choose now, which would you prefer for your child?

| | | |
|--------------|-----------------------|-----------|
| <u>78/47</u> | Full-day kindergarten | (85%/85%) |
| <u>16/7</u> | Half-day kindergarten | (18%/14%) |

The majority of the parents continued to indicate a preference for full-day kindergarten. That preference was expressed by ninety-six percent and ninety-four percent of parents (all but two) from the full-day kindergarten classes in January,

and May respectively. Among parents in the half-day kindergarten classes seventy-one percent and sixty-eight percent preferred the full-day kindergarten experience in January and May. (It should be noted that the principals assigned to the half-day kindergarten class all of the children whose parents requested half-day kindergarten, so that one could reasonably expect the preference for full-day classes to remain greater among parents with children in such situations.) The committee believes therefore, that this response among all parents surveyed definitely indicates a majority preference for full-day kindergarten, although some strong preference, for the half-day program, too, is recognized.

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

Among "any other comments" about the kindergarten program there were in sum 34 parents in January and 16 parents in May who commented in favor of the full-day program. Seven parents in January and 5 parents in May commented in favor of the half-day program. "Any other comments" also included recommendations for more academics to be taught to those kindergarten children who are ready for same, the elimination of experimental and control groups in the same school, and, in January only, a need for more social experiences in the kindergarten program. Other "miscellaneous" comments addressed a perceived need for more field trips, a different birthdate cut-off for school entry, a phase-in of the full-

day program during the first quarter of the school year, more communication with parents, and parental choice between full- and half-day programs.

From the half-day program ten parents in January and 4 in May commented in favor of the full-day program. Seven in January and 4 in May commented in favor of the half-day program. Seven in January and 3 in May commented on the need to avoid putting an experimental and a control group in the same school.

From the full-day classes 24 parents in January and 12 in May commented in favor of the full-day program. Eight in January and 1 in May suggested that more academics be taught to those kindergarten children who are ready for same. Additionally noted were some interesting comments from parents with children in full-day kindergarten as well as children in other grades throughout the district. They indicated that their children presently in full-day kindergarten classes were doing noticeably more/better than their older siblings had done during their kindergarten experiences.

In summary, the attitudinal data gathered for the full scale evaluation in May seems to validate the data gathered for the interim evaluation in January. Although less parents responded, answers were similar.

VGIT1

SUMMARY OF COMMENTS
from
Kindergarten Questionnaire for Parents
January/May

(Some parents offered several comments, while others offered none.)

| Comment | classes | Half | | | | (half) | Totals
(all) | (full) | Full | | | |
|---|---------|------|-----|-----|-------|--------|-----------------|--------|------|-----|-----|--|
| | | 1 | 2 | 3 | 4 | | | 5 | 6 | 7 | 8 | |
| A1 Briefly describe the strengths of your child's kindergarten program. | | | | | | | | | | | | |
| curriculum (academic and social) | 3/1 | 4/3 | 1/1 | 3/6 | 11/11 | 35/38 | 24/27 | 5/8 | 5/6 | 8/8 | 6/5 | |
| teacher | 9/4 | 0/0 | 1/0 | 1/0 | 11/4 | 18/8 | 7/4 | 0/0 | 3/1 | 1/2 | 3/1 | |
| time/pace | 0/2 | 1/0 | 1/0 | 0/0 | 2/2 | 18/13 | 16/11 | 3/5 | 3/1 | 9/4 | 1/1 | |
| child's enjoyment | 2/2 | 2/1 | 0/0 | 1/1 | 5/4 | 8/6 | 3/2 | 0/0 | 2/1 | 0/0 | 1/1 | |
| individualization | 2/0 | 1/0 | 0/0 | 0/0 | 3/0 | 5/0 | 2/0 | 0/0 | 0/0 | 1/0 | 1/0 | |
| specialists | 0/0 | 0/0 | 2/0 | 0/0 | 2/0 | 2/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | |
| class size | 0/0 | 1/0 | 0/1 | 0/0 | 1/0 | 1/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | |
| miscellaneous | 1/2 | 2/0 | 0/0 | 0/0 | 3/2 | 7/3 | 4/1 | 2/1 | 1/0 | 1/0 | 1/0 | |
| A2 Briefly describe the weaknesses of your child's kindergarten program. | | | | | | | | | | | | |
| none | 1/0 | 1/0 | 1/0 | 1/1 | 4/1 | 26/19 | 22/18 | 4/6 | 5/4 | 8/5 | 5/3 | |
| time/pace | 8/3 | 5/3 | 0/1 | 1/2 | 14/9 | 19/12 | 5/3 | 0/0 | 0/1 | 5/2 | 0/0 | |
| curriculum | 1/0 | 0/0 | 1/0 | 2/2 | 4/2 | 9/5 | 5/3 | 0/0 | 2/0 | 0/0 | 3/3 | |
| individualization | 3/2 | 0/1 | 0/0 | 0/0 | 3/3 | 4/6 | 1/3 | 0/1 | 1/2 | 0/0 | 0/0 | |
| class size | 1/1 | 1/1 | 0/0 | 0/0 | 2/2 | 2/3 | 0/1 | 0/0 | 0/1 | 0/0 | 0/0 | |
| miscellaneous | 2/2 | 2/0 | 0/0 | 2/0 | 6/2 | 14/6 | 8/4 | 3/1 | 1/0 | 1/1 | 3/2 | |
| A3 Briefly describe how your child's kindergarten experiences could be improved. | | | | | | | | | | | | |
| adjust time/pace | 8/0 | 6/2 | 0/1 | 1/4 | 15/7 | 18/10 | 3/3 | 1/1 | 0/1 | 2/1 | 0/0 | |
| adjust curriculum | 1/2 | 1/0 | 2/0 | 0/0 | 4/2 | 13/6 | 9/4 | 2/0 | 2/3 | 4/0 | 1/1 | |
| more individualization | 3/1 | 2/0 | 0/0 | 1/1 | 6/2 | 7/5 | 1/3 | 0/0 | 1/1 | 0/0 | 0/2 | |
| smaller class size | 2/0 | 1/0 | 0/0 | 0/0 | 3/0 | 6/3 | 3/3 | 0/0 | 1/2 | 0/0 | 2/1 | |
| better facility/materials | 3/0 | 0/0 | 0/0 | 0/0 | 3/0 | 3/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | |
| miscellaneous | 1/1 | 0/1 | 0/0 | 4/2 | 5/4 | 10/6 | 5/2 | 0/0 | 0/0 | 4/0 | 1/2 | |
| no suggestions | 3/3 | 0/2 | 0/0 | 0/0 | 3/5 | 17/19 | 14/14 | 3/4 | 4/1 | 4/6 | 3/3 | |
| C Please add any other comments that might help us to evaluate and/or improve the kindergarten program. | | | | | | | | | | | | |
| favor full-day kdg. | 4/1 | 4/0 | 0/1 | 2/2 | 10/4 | 34/16 | 24/12 | 4/3 | 8/4 | 7/4 | 5/1 | |
| more academics for those ready | 0/0 | 0/1 | 1/0 | 0/0 | 1/1 | 9/2 | 8/1 | 3/0 | 0/0 | 3/1 | 2/0 | |
| against pilot/control in same school | 6/3 | 1/0 | 0/0 | 0/0 | 7/3 | 8/4 | 1/1 | 1/1 | 0/0 | 0/0 | 0/0 | |
| favor half-day program | 6/2 | 1/2 | 0/0 | 0/0 | 7/4 | 7/5 | 0/1 | 0/0 | 0/1 | 0/0 | 0/0 | |
| more social experiences | 3/0 | 0/0 | 0/0 | 0/0 | 3/0 | 5/0 | 2/0 | 1/0 | 0/0 | 1/0 | 0/0 | |
| miscellaneous | 2/1 | 3/1 | 2/0 | 1/2 | 8/4 | 17/15 | 9/11 | 0/1 | 2/2 | 5/1 | 2/7 | |

figure 3d

SUMMARY OF COMMENTS
from
Kindergarten Questionnaire for Parents
January/May

(Some parents offered several comments, while others offered none.)

| Comment | Class Totals | Number of Responses | | | Percentage of responses | | |
|---|--------------|---------------------|-------|---------|-------------------------|---------|--------|
| | | (half) | (all) | (full) | (half) | (all) | (full) |
| A1 Briefly describe the strengths of your child's kindergarten program. | | | | | | | |
| curriculum (academic and social) | 11/11 | 35/38 | 24/27 | 31%/58% | 39%/69% | 44%/75% | |
| teacher | 11/4 | 18/8 | 7/4 | 31%/21% | 20%/15% | 13%/11% | |
| time/pace | 2/2 | 18/13 | 16/11 | 6%/11% | 20%/24% | 29%/31% | |
| child's enjoyment | 5/4 | 8/6 | 3/2 | 14%/21% | 9%/11% | 6%/6% | |
| individualization | 3/0 | 5/0 | 2/0 | 9%/0% | 6%/0% | 4%/0% | |
| specialists | 2/0 | 2/0 | 0/0 | 6%/0% | 2%/0% | 0%/0% | |
| class size | 1/0 | 1/0 | 0/0 | 3%/0% | 1%/0% | 0%/0% | |
| miscellaneous | 3/2 | 7/3 | 4/1 | 9%/11% | 8%/6% | 7%/3% | |
| A2 Briefly describe the weaknesses of your child's kindergarten program. | | | | | | | |
| none | 4/1 | 26/19 | 22/18 | 11%/5% | 29%/35% | 40%/50% | |
| time/pace | 14/9 | 19/12 | 5/3 | 40%/47% | 21%/22% | 9%/8% | |
| curriculum | 4/2 | 9/5 | 5/3 | 11%/11% | 10%/9% | 9%/8% | |
| individualization | 3/3 | 4/6 | 1/3 | 9%/16% | 4%/11% | 2%/8% | |
| class size | 2/2 | 2/3 | 0/1 | 6%/11% | 2%/6% | 0%/3% | |
| miscellaneous | 6/2 | 14/6 | 8/4 | 17%/11% | 16%/11% | 15%/11% | |
| A3 Briefly describe how your child's kindergarten experiences could be improved. | | | | | | | |
| adjust time/pace | 15/7 | 18/10 | 3/3 | 43%/37% | 20%/18% | 6%/8% | |
| adjust curriculum | 4/2 | 13/6 | 9/4 | 11%/11% | 14%/11% | 17%/11% | |
| more individualization | 6/2 | 7/5 | 1/3 | 17%/11% | 8%/9% | 2%/8% | |
| smaller class size | 3/0 | 6/3 | 3/3 | 9%/0% | 7%/6% | 6%/8% | |
| better facility/materials | 3/0 | 3/0 | 0/0 | 9%/0% | 3%/0% | 0%/0% | |
| miscellaneous | 5/4 | 10/6 | 5/2 | 14%/21% | 11%/11% | 9%/6% | |
| no suggestions | 3/5 | 17/19 | 14/14 | 9%/26% | 19%/35% | 26%/39% | |
| C Please add any other comments that might help us to evaluate and/or improve the kindergarten program. | | | | | | | |
| favor full day kdg. | 10/4 | 34/16 | 24/12 | 29%/21% | 38%/29% | 44%/33% | |
| more academics for those ready | 1/1 | 9/2 | 8/1 | 3%/5% | 10%/4% | 15%/3% | |
| against pilot/control in same school | 7/3 | 8/4 | 1/1 | 20%/16% | 9%/8% | 2%/3% | |
| favor half day program | 7/4 | 7/5 | 0/1 | 20%/21% | 0%/9% | 0%/3% | |
| more social experiences | 3/0 | 5/0 | 2/0 | 9%/0% | 2%/0% | 4%/0% | |
| miscellaneous | 8/4 | 17/15 | 9/11 | 23%/21% | 14%/27% | 17%/31% | |

figure 3e

PARENTS' QUESTIONNAIRE

67.

January/May
1983

Classes 1-8 TOTAL

- B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

(Some parents did not answer every question. Some parents supplied two responses to some questions.)

1. How has your child's ability to work and play with other children changed since attending kindergarten?

| | | |
|--------------|---------------------------------|-----------|
| <u>49/29</u> | My child has greatly improved. | (54%/53%) |
| <u>28/18</u> | My child has improved a little. | (31%/33%) |
| <u>18/7</u> | My child has not changed much. | (21%/14%) |

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 86/47 Yes 8/2 No
(91%/85%) (9%/4%)

3. How much do you believe your child has learned in kindergarten?

| | | |
|--------------|---|-----------|
| <u>55/39</u> | My child has learned a great deal. | (59%/71%) |
| <u>31/14</u> | My child has learned an average amount. | (33%/25%) |
| <u>7/2</u> | My child has learned little. | (8%/4%) |

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

| | | |
|--------------|--|-----------|
| <u>56/34</u> | My child gained much more confidence. | (60%/61%) |
| <u>27/14</u> | My child gained a little more confidence. | (29%/25%) |
| <u>9/8</u> | My child's confidence did not change much. | (10%/15%) |

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

| | | | | | |
|--------------|------|-----------|-------------|--------|-----------|
| <u>40/21</u> | Most | (43%/38%) | <u>10/7</u> | Little | (11%/14%) |
| <u>43/27</u> | Some | (46%/49%) | <u>1/0</u> | None | (1%/0%) |

6. Is it necessary for you to have someone care for your child all day because of other demands on your time?

| | | | |
|--------------|-----|--------------|----|
| <u>28/14</u> | Yes | <u>61/39</u> | No |
| (31%/25%) | | (69%/71%) | |

7. How has your child generally responded to the kindergarten program?

| | | | | | |
|------------|-----------|---------|--------------|-------|-----------|
| <u>4/5</u> | Bored | (4%/9%) | <u>88/48</u> | Happy | (98%/87%) |
| <u>1/2</u> | Exhausted | (1%/4%) | <u>1/1</u> | Angry | (1%/1%) |

8. If you had to choose now, which would you prefer for your child?

| | | |
|--------------|-----------------------|-----------|
| <u>78/47</u> | Full-day kindergarten | (85%/85%) |
| <u>16/7</u> | Half-day kindergarten | (18%/14%) |

figure 3f

PARENTS' QUESTIONNAIRE

January/May
1983

Classes 1-4 Half-Day

- B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

(Some parents did not answer every question. Some parents supplies two responses to some questions.)

1. How has your child's ability to work and play with other children changed since attending kindergarten?

| | | |
|-------------|---------------------------------|-----------|
| <u>13/7</u> | My child has greatly improved. | (37%/37%) |
| <u>17/6</u> | My child has improved a little. | (48%/32%) |
| <u>10/5</u> | My child has not changed much. | (29%/26%) |

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 35/14 Yes 4/1 No
(100%/74%) (11%/5%)

3. How much do you believe your child has learned in kindergarten?

| | | |
|--------------|---|-----------|
| <u>14/8</u> | My child has learned a great deal. | (40%/42%) |
| <u>20/10</u> | My child has learned an average amount. | (57%/53%) |
| <u>5/1</u> | My child has learned little. | (14%/5%) |

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

| | | |
|--------------|--|-----------|
| <u>15/11</u> | My child gained much more confidence. | (43%/53%) |
| <u>19/4</u> | My child gained a little more confidence. | (54%/21%) |
| <u>5/5</u> | My child's confidence did not change much. | (14%/26%) |

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

| | | | | | |
|--------------|------|-----------|------------|--------|-----------|
| <u>13/5</u> | Most | (37%/26%) | <u>6/4</u> | Little | (17%/21%) |
| <u>20/10</u> | Some | (57%/53%) | <u>0/0</u> | None | (0%/0%) |

6. Is it necessary for you to have someone care for your child all day because of other demands on your time?

| | | | |
|-------------|-----|--------------|----|
| <u>10/2</u> | Yes | <u>24/17</u> | No |
| (29%/11%) | | (69%/89%) | |

7. How has your child generally responded to the kindergarten program?

| | | | | | |
|------------|-----------|----------|--------------|-------|------------|
| <u>3/3</u> | Bored | (9%/16%) | <u>35/16</u> | Happy | (100%/84%) |
| <u>1/1</u> | Exhausted | (3%/5%) | <u>0/0</u> | Angry | (0%/0%) |

8. If you had to choose now, which would you prefer for your child?

| | | |
|--------------|-----------------------|-----------|
| <u>25/13</u> | Full-day kindergarten | (71%/68%) |
| <u>14/5</u> | Half-day kindergarten | (40%/26%) |

January/May
1983

Classes 5-8 Full-Day

- B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

(Some parents did not answer every question. Some parents supplied two responses to some questions.)

1. How has your child's ability to work and play with other children changed since attending kindergarten?

| | | |
|--------------|---------------------------------|-----------|
| <u>36/22</u> | My child has greatly improved. | (65%/61%) |
| <u>11/12</u> | My child has improved a little. | (20%/33%) |
| <u>8/2</u> | My child has not changed much. | (15%/6%) |
2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child.

| | | | |
|--------------|-----|---------|----|
| <u>51/33</u> | Yes | 4/1 | No |
| (93%/92%) | | (7%/3%) | |
3. How much do you believe your child has learned in kindergarten?

| | | |
|--------------|---|-----------|
| <u>41/31</u> | My child has learned a great deal. | (75%/86%) |
| <u>11/4</u> | My child has learned an average amount. | (20%/11%) |
| <u>2/1</u> | My child has learned little. | (4%/3%) |
4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

| | | |
|--------------|--|-----------|
| <u>41/23</u> | My child gained much more confidence. | (75%/64%) |
| <u>8/10</u> | My child gained a little more confidence. | (15%/28%) |
| <u>4/3</u> | My child's confidence did not change much. | (7%/8%) |
5. How much of your child's total development since school began would you say is from experiences in kindergarten?

| | | | | | |
|--------------|------|-----------|------------|--------|---------|
| <u>27/16</u> | Most | (49%/44%) | <u>4/3</u> | Little | (7%/8%) |
| <u>23/17</u> | Some | (41%/47%) | <u>1/0</u> | None | (1%/0%) |
6. Is it necessary for you to have someone care for your child all day because of other demands on your time?

| | | | |
|--------------|-----|-----------|----|
| <u>18/12</u> | Yes | 34/22 | No |
| (33%/33%) | | (62%/61%) | |
7. How has your child generally responded to the kindergarten program?

| | | | | | |
|------------|-----------|---------|--------------|-------|-----------|
| <u>1/2</u> | Bored | (2%/6%) | <u>53/32</u> | Happy | (96%/89%) |
| <u>0/1</u> | Exhausted | (0%/3%) | <u>1/1</u> | Angry | (2%/3%) |
8. If you had to choose now, which would you prefer for your child?

| | | |
|--------------|-----------------------|-----------|
| <u>53/34</u> | Full-day kindergarten | (96%/94%) |
| <u>2/2</u> | Half-day kindergarten | (4%/6%) |

figure 3h

PARENTS' QUESTIONNAIRE

January/May
1983

Class 1

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

4/2 My child has greatly improved.

6/0 My child has improved a little.

6/4 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 12/5 Yes 4/1 No

3. How much do you believe your child has learned in kindergarten?

4/3 My child has learned a great deal.

8/3 My child has learned an average amount.

4/1 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

5/3 My child gained much more confidence.

8/1 My child gained a little more confidence.

3/3 My child's confidence did not change much.

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

5/2 Most
6/2 Some

4/3 Little
0/0 None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 5/0 Yes 10/7 No

7. How has your child generally responded to the kindergarten program?

1/2 Bored
0/0 Exhausted

15/6 Happy
0/0 Angry

(One parent indicated two answers.)

8. If you had to choose now, which would you prefer for your child?

8/3 Full-day kindergarten

8/4 Half-day kindergarten

figure 3i

January/May
1983

Class 2

- B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

6/2 My child has greatly improved.
5/2 My child has improved a little.
2/0 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 13/4 Yes 0/0 No

3. How much do you believe your child has learned in kindergarten?

6/2 My child has learned a great deal.
6/2 My child has learned an average amount.
1/0 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

6/2 My child gained much more confidence.
6/1 My child gained a little more confidence.
1/2 My child's confidence did not change much.

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

| | |
|-----------------|-------------------|
| <u>4/2</u> Most | <u>2/1</u> Little |
| <u>8/1</u> Some | <u>0/0</u> None |

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 4/1 Yes 9/3 No

7. How has your child generally responded to the kindergarten program?

| | |
|----------------------|-------------------|
| <u>1/1</u> Bored | <u>12/2</u> Happy |
| <u>0/1</u> Exhausted | <u>0/0</u> Angry |

8. If you had to choose now, which would you prefer for your child?

9/3 Full-day kindergarten
4/1 Half-day kindergarten

figure 3j

PARENTS' QUESTIONNAIRE

January/May
1983

Class 3

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

1/0 My child has greatly improved.
4/2 My child has improved a little.
0/0 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 4/1 Yes 0/0 No

3. How much do you believe your child has learned in kindergarten?

3/1 My child has learned a great deal.
1/1 My child has learned an average amount.
0/0 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

2/2 My child gained much more confidence.
2/0 My child gained a little more confidence.
0/0 My child's confidence did not change much.

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

2/1 Most 0/0 Little
2/1 Some 0/0 None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 0/0 Yes 3/2 No

7. How has your child generally responded to the kindergarten program?

1/0 Bored 3/2 Happy
0/0 Exhausted 0/0 Angry

8. If you had to choose now, which would you prefer for your child?

2/1 Full-day kindergarten
2/0 Half-day kindergarten

(1 - Start with half-day and move to full-day later in the year.)
 figure 3k

January/May
1983

Class 4

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

2/3 My child has greatly improved.
2/2 My child has improved a little.
2/1 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 6/4 Yes 0/0 No

3. How much do you believe your child has learned in kindergarten?

1/2 My child has learned a great deal.
5/4 My child has learned an average amount.
0/0 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

2/4 My child gained much more confidence.
3/2 My child gained a little more confidence.
1/0 My child's confidence did not change much.

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

| | |
|-----------------|-------------------|
| <u>2/0</u> Most | <u>0/0</u> Little |
| <u>4/6</u> Some | <u>0/0</u> None |

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 1/1 Yes 5/5 No

7. How has your child generally responded to the kindergarten program?

| | |
|----------------------|------------------|
| <u>0/0</u> Bored | <u>5/6</u> Happy |
| <u>1/0</u> Exhausted | <u>0/0</u> Angry |

8. If you had to choose now, which would you prefer for your child?

| |
|----------------------------------|
| <u>6/6</u> Full-day kindergarten |
| <u>0/0</u> Half-day kindergarten |

January/May
1983

Class 5

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

8/4 My child has greatly improved.
2/4 My child has improved a little.
3/1 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 12/9 Yes 1/0 No

3. How much do you believe your child has learned in kindergarten?

12/8 My child has learned a great deal.
1/1 My child has learned an average amount.
0/0 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

10/5 My child gained much more confidence.
1/4 My child gained a little more confidence.
1/0 My child's confidence did not change much.

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

6/5 Most 1/0 Little
6/4 Some 0/0 None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 3/5 Yes 9/4 No

7. How has your child generally responded to the kindergarten program?

0/0 Bored 13/9 Happy
0/0 Exhausted 0/0 Angry

8. If you had to choose now, which would you prefer for your child?

11/9 Full-day kindergarten
2/0 Half-day kindergarten

figure 3m

January/May
1983

Class 6

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

8/4 My child has greatly improved.
2/4 My child has improved a little.
1/0 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 11/6 Yes 0/0 No

3. How much do you believe your child has learned in kindergarten?

6/7 My child has learned a great deal.
4/1 My child has learned an average amount.
0/0 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

8/4 My child gained much more confidence.
3/3 My child gained a little more confidence.
0/1 My child's confidence did not change much.

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

6/3 Most 0/2 Little
5/3 Some 0/0 None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 5/2 Yes 5/5 No

7. How has your child generally responded to the kindergarten program?

0/0 Bored 10/7 Happy
0/1 Exhausted 1/0 Angry

8. If you had to choose now, which would you prefer for your child?

11/7 Full-day kindergarten
0/1 Half-day kindergarten

PARENTS' QUESTIONNAIRE

January/May
1983

Class 7

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

13/9 My child has greatly improved.
5/2 My child has improved a little.
1/0 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 18/11 Yes 1/0 No

3. How much do you believe your child has learned in kindergarten?

15/11 My child has learned a great deal.
4/0 My child has learned an average amount.
0/0 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

15/9 My child gained much more confidence.
2/2 My child gained a little more confidence.
2/0 My child's confidence did not change much.

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

| | |
|------------------|-------------------|
| <u>10/4</u> Most | <u>1/0</u> Little |
| <u>7/7</u> Some | <u>1/0</u> None |

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 6/3 Yes 13/8 No

7. How has your child generally responded to the kindergarten program?

| | |
|----------------------|--------------------|
| <u>0/0</u> Bored | <u>19/11</u> Happy |
| <u>0/0</u> Exhausted | <u>0/0</u> Angry |

8. If you had to choose now, which would you prefer for your child?

| |
|------------------------------------|
| <u>19/11</u> Full-day kindergarten |
| <u>0/0</u> Half-day kindergarten |

January/May
1983

Class 8

- B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

7/5 My child has greatly improved.
2/2 My child has improved a little.
3/1 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 10/7 Yes 2/1 No

3. How much do you believe your child has learned in kindergarten?

8/5 My child has learned a great deal.
2/2 My child has learned an average amount.
2/1 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

8/5 My child gained much more confidence.
2/1 My child gained a little more confidence.
1/2 My child's confidence did not change much.

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

| | |
|-----------------|-------------------|
| <u>5/4</u> Most | <u>2/1</u> Little |
| <u>5/3</u> Some | <u>0/0</u> None |

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 4/2 Yes 7/5 No

7. How has your child generally responded to the kindergarten program?

| | |
|----------------------|-------------------|
| <u>1/2</u> Bored | <u>11/5</u> Happy |
| <u>0/0</u> Exhausted | <u>0/1</u> Angry |

8. If you had to choose now, which would you prefer for your child?

12/7 Full-day kindergarten
0/1 Half-day kindergarten

QUESTIONNAIRE FOR PROFESSIONAL STAFF

It is important to note that the attitudinal questionnaires were designed to insure an equal balance of positive statements and negative statements concerning full-day kindergarten and half-day kindergarten, so as to prevent the respondents from developing a response set (i.e. consistently agreeing/disagreeing without deliberation). The prevention of a response set increases the internal reliability of an instrument.

Unfortunately the Committee also noted that because of their desire not to weight the questionnaire either pro-full-day or pro-half-day, some statements elicited responses which were difficult to interpret. Staff disagreements were reported as negative statements which could not always be clearly reworded because converse statements may or may not be true and therefore could not be routinely inferred. If the converse of all items had been included, the questionnaires would have been increased to an unmanageable number of items. (It is difficult to get respondents to complete a very lengthy questionnaire.)

The Committee noted that the professional staff generally favors the full-day kindergarten program, although the staff did respond as undecided to several of the questions. That indecision was interpreted as a measure of the staff's desire to be honest, appreciating that it is too early in the program to determine all answers.

It should also be noted that as subgroups of the professional staff, the principals, the kindergarten teachers and the resource teachers sometimes perceived the situation differently.

Figures 4a-d are actually a questionnaire for the professional staff. Figures 4e-i summarize the responses of the principals, kindergarten and resource teachers at the initial pilot sites.

A.

1. Briefly describe the strengths of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

Strengths of the program were perceived differently by the professional staff in January and May 1983. Although time clearly remained a strength, focus shifted from the instructional process in January to the students' improved social and academic development that was more readily identified by all three subgroups in May of the first year.

2. Briefly describe the weaknesses of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

"Some students" (who were not ready) remained and became even more frequently noted as a weakness of the program. Additionally kindergarten teachers cited a concern about preparation time, and resource teachers indicated a concern that some classes might be demonstrating too much social development in student behavioral problems. The Committee noted that comments about preparation time were due to unanticipated factors. The full-day kindergarten teachers missed having a second lesson of the resource specialist for the P.M. session, during which time the half-day kindergarten teacher could normally prepare. The kindergarten teachers experienced difficulty preparing future lessons in their classrooms during the teachers' traditional, mid-day preparation time, too, because the room was almost always occupied by the students and aide.

DEPARTMENT OF ELEMENTARY EDUCATION

KINDERGARTEN QUESTIONNAIRE FOR KINDERGARTEN TEACHERS,
KINDERGARTEN RESOURCE TEACHERS AND SCHOOL PRINCIPALS

The Full-Day Kindergarten Pilot Program Committee would appreciate your responses to this questionnaire. Your anonymity is assured in the evaluative analysis. Please return it via interschool mail to Dr. Gittelman in the Department of Elementary Education as soon as possible but no later than May 27, 1983.

PLEASE COMPLETE:

School: _____
Session: A.M. ____ P.M. ____ Full-day ____
Position: Principal ____
Kindergarten Teacher ____
Resource Teacher ____
(Specify area) art/guidance/vocal music/
H & PE/library/other ____

- A. Please give us your opinion of the Hamilton Township kindergarten program by answering the following questions to the best of your ability:
1. Briefly describe the strengths of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.
 2. Briefly describe the weaknesses of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.
 3. Briefly describe ways to remedy any weaknesses of the full-day kindergarten pilot program.
 4. Briefly describe any difference in the resources supplied to the experimental and control kindergarten classes in your school.

SEE REVERSE SIDE

figure 4a

- B. Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree. d. I disagree.
b. I agree. e. I strongly disagree.
c. I am undecided.

| | a | b | c | d | e |
|---|---|---|---|---|---|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | — | — | — | — | — |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | — | — | — | — | — |
| 3. At this point in time students in the half-day program seem better prepared for first grade than students in the full-day program. | — | — | — | — | — |
| 4. Full-day kindergarten students become more independent than half-day students. | — | — | — | — | — |
| 5. Half-day kindergarten students MASTER (not just cover) the same number of the skills on the kindergarten skills arrays as do full-day kindergarten students. | — | — | — | — | — |
| 6. The attention span of students in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | — | — | — | — | — |
| 7. Most of the kindergarten students this year are too emotionally immature to adjust to the full-day program without serious difficulties. | — | — | — | — | — |
| 8. Students in the half-day program are more challenged to develop their individual potential than students in the full-day program. | — | — | — | — | — |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | — | — | — | — | — |
| 10. Full-day kindergarten students have more opportunities than half-day kindergarten students to socialize with their peers. | — | — | — | — | — |
| 11. Full-day kindergarten students retain more of the curriculum than half-day kindergarten students. | — | — | — | — | — |
| 12. The majority of my kindergarten students are too tired in the afternoon to benefit from instruction. | — | — | — | — | — |
| 13. Full-day kindergarten students have difficulty handling the lunch time at school. | — | — | — | — | — |
| 14. Full-day kindergarten students have greater opportunity to participate in school-wide activities/programs. | — | — | — | — | — |
| 15. The listening skills of students in the half-day kindergarten program are better developed than those of students in the full-day kindergarten program. | — | — | — | — | — |

figure 4b

Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- | | |
|----------------------|-------------------------|
| a. I strongly agree. | d. I disagree. |
| b. I agree. | e. I strongly disagree. |
| c. I am undecided. | |

| | a | b | c | d | e |
|--|---|---|---|---|---|
| 16. Custodial activities (e.g., lunch, additional rest, dressing, money collections, etc.), necessary to accommodate kindergarten students in the full-day program, make actual instructional time approximately equal to or less than that of the half-day program. | — | — | — | — | — |
| 17. The half-day kindergarten program provides more effective instruction than the full-day kindergarten program. | — | — | — | — | — |
| 18. The use of the 2 hour aide for the full-day program is satisfactory. | — | — | — | — | — |
| 19. The pressure of time available to accomplish the kindergarten objectives is less upsetting to the students and teacher in the half-day program than to those in the full-day program. | — | — | — | — | — |
| 20. It is more satisfying to teach one full-day kindergarten class than two half-day kindergarten sessions. | — | — | — | — | — |

SEE REVERSE SIDE

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

- D. Please be sure that a copy of both sides of all your students' progress report cards are also forwarded to Dr. Gittelman as soon as they have been completed and returned to school with parents' comments (no later than one week after distribution).

3. Briefly describe ways to remedy any weaknesses of the full-day kindergarten pilot program.

Again in May the professional staff recommended time adjustments most frequently as a way to remedy any weaknesses in the full-day program. Several kindergarten teachers and resource staff recommended a shorter day (generally a half-hour) and/or an adjustable day (beginning the school year with a half-day program and increasing classtime to a full-day program weeks later, generally at the end of October).

4. Briefly describe any difference in the resources supplied to the experimental and control kindergarten classes in your school.

Again most of the professional staff recognized no educationally significant differences in resources supplied to the half- and full-day classes, although some did cite carpeting, lunchtime, etc. as factual differences. (The full-day classrooms were carpeted for rest period, and most of the full-day students remained at school for lunch.) The committee believes, therefore, that the first year of the program was implemented as designed so that with the exception of time the only differences apparent among the classes were similar to the omnipresent differences in classes among the seventeen different buildings that serve as elementary schools in this district. (Some classrooms are larger than others. Some have carpeting while others have tile or wooden floors.)

B.

1. The professional staff as a whole, especially the teachers, again disagreed that half-day kindergarten students interact better with their peers than full-day kindergarten students. In other words, half-day kindergarten students did not interact better with their peers than full-day kindergarten students.

2. The professional staff as a whole, and kindergarten teachers unanimously, again agreed, also, that the full-day kindergarten program was better balanced than the half-day kindergarten program in the kinds of activities offered to the students.
3. The professional staff as a whole again disagreed that students in the half-day program seemed better prepared for first grade than students in the full-day program. In other words, students in the half-day program did not seem better prepared for first grade than students in the full-day program.
4. All three subgroups of the professional staff agreed that full-day kindergarten students became more independent than half-day students.
5. The professional staff as a whole and the resource staff in particular remained undecided, but principals and kindergarten teachers mostly disagreed that half-day kindergarten students mastered the same number of skills on the kindergarten skills array as did full-day kindergarten students.
6. All three subgroups of the professional staff again disagreed that the attention span of students in the half-day kindergarten program was better developed than that of students in the full-day kindergarten program. In other words, the attention span of students in the half-day kindergarten program was not perceived as better developed than that of students in the full-day kindergarten program.

7. All three subgroups of the professional staff also again disagreed that most of the kindergarten students this year were too emotionally immature to adjust to the full-day program without serious difficulties. Stated more positively most of the kindergarten students this year were perceived to be emotionally mature enough to adjust to the full-day program without serious difficulty.
8. All three subgroups of the professional staff again disagreed, too, that students in the half-day program were more challenged to develop their individual potential than students in the full-day program. In other words, students in the half-day program were not more challenged to develop their individual potential than students in the full-day program.
9. All three subgroups of the professional staff again agreed that full-day kindergarten should be expanded to other schools in Hamilton Township.
10. All three subgroups of the professional staff also again agreed that full-day kindergarten students had more opportunities than half-day kindergarten students to socialize with their peers.
11. Several of the professional staff as a whole changed their opinion from undecided about to agreed that full-day kindergarten students retained more of the curriculum than half-day kindergarten students.

12. All three subgroups of the professional staff again disagreed that the majority of kindergarten students were too tired in the afternoon to benefit from instruction. Stated more positively, the majority of kindergarten students were alert enough in the afternoon to benefit from instruction.
13. While the resource teachers became more undecided, the professional staff as a whole, especially the principals and the teachers, disagreed that the full-day kindergarten students had difficulty handling the lunch time at school. Stated more positively, the professional staff perceived that full-day kindergarten students handle lunch time at school without much difficulty.
14. All three subgroups of the professional staff again agreed that full-day kindergarten students had greater opportunity to participate in school-wide activities/programs.
15. Noting that the principals changed their opinion from undecided, all three subgroups of the professional staff disagreed that the listening skills of students in the half-day kindergarten program were better developed than those of students in the full-day kindergarten program. Stated differently, the listening skills of students in the half-day kindergarten program were not perceived to be better developed than those of students in the full-day kindergarten program.
16. The professional staff as a whole, especially the principals and the kindergarten teachers, disagreed that custodial activities necessary to accommodate kindergarten students in the full-day program made actual instructional time approximately equal to or less than that of the half-day program. Stated more positively, the professional staff perceived that despite custodial activities necessary to accommodate kindergarten students in the full-day program, there was actually more instructional time in the full-day program than in the half-day program.

17. All three subgroups of the professional staff again clearly disagreed that the half-day kindergarten program provided more effective instruction than the full-day kindergarten program. Stated differently, the half-day kindergarten program did not provide more effective instruction than the full-day kindergarten program in the opinion of the professional staff.
 18. All three subgroups of the professional staff again agreed that the use of the two hour aides for the full-day program was satisfactory.
 19. While the resource teachers became more undecided, the professional staff as a whole, especially the principals and the kindergarten teachers, again disagreed that the pressure of time available to accomplish the kindergarten objectives was less upsetting to the students and teacher in the half-day program than to those in the full-day program. Stated more positively, the pressure of time available to accomplish the kindergarten objectives was more upsetting to the students and teacher in the half-day program than to those in the full-day program.
 20. While many of the resource teachers again remained undecided, the principals, the kindergarten teachers and the professional staff as a whole again agreed that it was more satisfying to teach one full-day kindergarten class than two half-day kindergarten classes.
- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

No other additional comments were common enough to be notable.

VGIT1

SUMMARY OF COMMENTS
from
Kindergarten Questionnaire for Professional Staff
January/May
1983

1. Briefly describe the strengths of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

| Comments | Groups | Total | Principals | Kdg.
Teachers | Resource
Teachers |
|---|--------|-------|------------|------------------|----------------------|
| time/pace | | 14/12 | 4/4 | 7/7 | 3/1 |
| pressure | | 10/1 | 4/1 | 6/0 | 0/0 |
| miscellaneous | | 11/2 | 0/0 | 0/0 | 2/2 |
| (independence/social
maturity/academic
skill development) | | 9/25 | 0/4 | 0/7 | 9/14 |

2. Briefly describe the weaknesses of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

| | | | | | |
|------------------|--|------|-----|-----|------|
| some students | | 7/15 | 2/2 | 3/3 | 2/10 |
| length of day | | 7/2 | 0/0 | 3/0 | 4/2 |
| preparation time | | 3/2 | 0/0 | 3/2 | 0/0 |
| none | | 5/2 | 1/1 | 0/0 | 4/1 |
| miscellaneous | | 3/6 | 1/1 | 0/1 | 2/4 |

3. Briefly describe ways to remedy any weaknesses of the full-day kindergarten pilot program.

| | | | | | |
|-------------------------|--|-----|-----|-----|-----|
| adjust time/pace | | 8/8 | 0/0 | 4/3 | 4/5 |
| screen students | | | | | |
| differently | | 4/6 | 1/1 | 1/0 | 2/5 |
| eliminate pilot/control | | | | | |
| at same site | | 3/0 | 3/0 | 0/0 | 0/0 |
| miscellaneous | | 2/6 | 0/1 | 2/3 | 0/2 |

4. Briefly describe any difference in the resources supplied to the experimental and control kindergarten classes in your school.

| | | | | | |
|--|--|-------|-----|-----|------|
| none | | 14/18 | 1/2 | 4/3 | 9/13 |
| lunch/carpet | | 3/3 | 3/2 | 0/1 | 0/0 |
| other (furniture,
classroom size,
materials) | | 1/2 | 0/0 | 1/2 | 0/0 |

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program.

| | | | | | |
|--|--|-----|-----|-----|-----|
| expand full-day kinder-
garden to all schools | | 6/2 | 0/0 | 0/1 | 6/1 |
| adjust schedule | | 2/1 | 0/1 | 2/0 | 0/0 |
| miscellaneous | | 6/6 | 0/1 | 4/3 | 2/2 |
| none | | 4/2 | 4/2 | 0/0 | 0/0 |

CURR3

figure 4e

January/May
1983

- B. Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree. d. I disagree.
b. I agree. e. I strongly disagree.
c. I am undecided.

| | a | b | c | d | e |
|---|--------------|--------------|--------------|--------------|--------------|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | ___ | <u>1/3</u> | <u>3/5</u> | <u>20/21</u> | <u>5/6</u> |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | <u>8/11</u> | <u>8/8</u> | <u>6/7</u> | <u>2/4</u> | <u>0/1</u> |
| 3. At this point in time students in the half-day program seem better prepared for first grade than students in the full-day program. | ___ | <u>2/3</u> | <u>7/1</u> | <u>10/15</u> | <u>8/15</u> |
| 4. Full-day kindergarten students become more independent than half-day students. | <u>4/7</u> | <u>14/12</u> | <u>5/10</u> | <u>5/6</u> | ___ |
| 5. Half-day kindergarten students MASTER (not just cover) the same number of the skills on the kindergarten skills arrays as do full-day kindergarten students. | <u>0/1</u> | <u>6/4</u> | <u>8/11</u> | <u>5/8</u> | <u>4/7</u> |
| 6. The attention span of students in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | ___ | <u>2/1</u> | <u>7/3</u> | <u>16/22</u> | <u>4/9</u> |
| 7. Most of the kindergarten students this year are too emotionally immature to adjust to the full-day program without serious difficulties. | <u>0/1</u> | <u>0/1</u> | <u>4/7</u> | <u>11/15</u> | <u>12/11</u> |
| 8. Students in the half-day program are more challenged to develop their individual potential than students in the full-day program. | <u>0/2</u> | <u>0/1</u> | <u>4/4</u> | <u>16/15</u> | <u>6/11</u> |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | <u>13/17</u> | <u>13/16</u> | <u>3/1</u> | <u>0/1</u> | ___ |
| 10. Full-day kindergarten students have more opportunities than half-day kindergarten students to socialize with their peers. | <u>13/14</u> | <u>10/18</u> | <u>1/1</u> | <u>2/2</u> | ___ |
| 11. Full-day kindergarten students retain more of the curriculum than half-day kindergarten students. | <u>5/7</u> | <u>7/12</u> | <u>14/10</u> | <u>1/4</u> | ___ |

figure 4 f-1

January/May
1983

Based on your own experiences, please check a letter that best represents your opinion for each of the following statements.

- a. I strongly agree. d. I disagree.
b. I agree. e. I strongly disagree.
c. I am undecided.

| | a | b | c | d | e |
|--|--------------|--------------|-------------|--------------|--------------|
| 12. The majority of my kindergarten students are too tired in the afternoon to benefit from instruction. | <u>1/0</u> | <u>2/1</u> | <u>2/4</u> | <u>14/21</u> | <u>2/5</u> |
| 13. Full-day kindergarten students have difficulty handling the lunch time at school. | ___ | <u>1/1</u> | <u>3/10</u> | <u>4/8</u> | <u>9/7</u> |
| 14. Full-day kindergarten students have greater opportunity to participate in school-wide activities/programs. | <u>12/16</u> | <u>11/10</u> | <u>1/5</u> | <u>2/1</u> | ___ |
| 15. The listening skills of students in the half-day kindergarten program are better developed than those of students in the full-day kindergarten program. | ___ | <u>2/0</u> | <u>4/5</u> | <u>17/21</u> | <u>3/9</u> |
| 16. Custodial activities (e.g., lunch, additional rest, dressing, money collections, etc.), necessary to accommodate kindergarten students in the full-day program, make actual instructional time approximately equal to or less than that of the half-day program. | ___ | <u>0/1</u> | <u>2/9</u> | <u>7/8</u> | <u>12/11</u> |
| 17. The half-day kindergarten program provides more effective instruction than the full-day kindergarten program. | ___ | ___ | <u>3/5</u> | <u>11/13</u> | <u>10/13</u> |
| 18. The use of the 2 hour aide for the full-day program is satisfactory. | <u>4/4</u> | <u>9/13</u> | <u>2/8</u> | <u>2/1</u> | <u>1/2</u> |
| 19. The pressure of time available to accomplish the kindergarten objectives is less upsetting to the students and teacher in the half-day program than to those in the full-day program. | <u>1/0</u> | ___ | <u>3/8</u> | <u>8/10</u> | <u>11/10</u> |
| 20. It is more satisfying to teach one full-day kindergarten class than two half-day kindergarten sessions. | <u>7/7</u> | <u>3/3</u> | <u>6/10</u> | <u>3/4</u> | ___ |

figure 4f-2

January/May
1983

B. Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree. d. I disagree.
b. I agree. e. I strongly disagree.
c. I am undecided.

| | a | b | c | d | e |
|---|------------|------------|------------|------------|------------|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | ___ | <u>1/0</u> | <u>0/2</u> | <u>2/1</u> | <u>1/1</u> |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | <u>1/0</u> | <u>2/1</u> | <u>0/1</u> | <u>1/1</u> | <u>0/1</u> |
| 3. At this point in time students in the half-day program seem better prepared for first grade than students in the full-day program. | ___ | ___ | <u>2/0</u> | <u>2/2</u> | <u>0/2</u> |
| 4. Full-day kindergarten students become more independent than half-day students. | <u>1/1</u> | <u>1/1</u> | <u>1/1</u> | <u>1/1</u> | ___ |
| 5. Half-day kindergarten students MASTER (not just cover) the same number of the skills on the kindergarten skills arrays as do full-day kindergarten students. | ___ | <u>1/1</u> | <u>2/0</u> | <u>0/1</u> | <u>1/2</u> |
| 6. The attention span of students in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | ___ | ___ | <u>2/1</u> | <u>2/1</u> | <u>0/2</u> |
| 7. Most of the kindergarten students this year are too emotionally immature to adjust to the full-day program without serious difficulties. | ___ | ___ | ___ | <u>2/2</u> | <u>2/2</u> |
| 8. Students in the half-day program are more challenged to develop their individual potential than students in the full-day program. | <u>0/1</u> | ___ | ___ | <u>3/1</u> | <u>0/2</u> |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | <u>3/3</u> | <u>1/1</u> | ___ | ___ | ___ |
| 10. Full-day kindergarten students have more opportunities than half-day kindergarten students to socialize with their peers. | <u>4/2</u> | <u>0/2</u> | ___ | ___ | ___ |
| 11. Full-day kindergarten students retain more of the curriculum than half-day kindergarten students. | <u>0/2</u> | ___ | <u>4/2</u> | ___ | ___ |

figure 4g-1

PRINCIPALS' QUESTIONNAIRE

93.

January/May
1983

Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- | | | | |
|----|-------------------|----|----------------------|
| a. | I strongly agree. | d. | I disagree. |
| b. | I agree. | e. | I strongly disagree. |
| c. | I am undecided. | | |

| | a | b | c | d | e |
|--|------------|------------|------------|------------|------------|
| 12. The majority of my kindergarten students are too tired in the afternoon to benefit from instruction. | <u>1/0</u> | _____ | _____ | <u>1/1</u> | <u>1/3</u> |
| 13. Full-day kindergarten students have difficulty handling the lunch time at school. | _____ | _____ | _____ | <u>0/2</u> | <u>4/2</u> |
| 14. Full-day kindergarten students have greater opportunity to participate in school-wide activities/programs. | <u>2/2</u> | <u>1/1</u> | _____ | <u>1/0</u> | _____ |
| 15. The listening skills of students in the half-day kindergarten program are better developed than those of students in the full-day kindergarten program. | _____ | <u>0/1</u> | <u>2/0</u> | <u>1/1</u> | <u>0/2</u> |
| 16. Custodial activities (e.g., lunch, additional rest, dressing, money collections, etc.), necessary to accommodate kindergarten students in the full-day program, make actual instructional time approximately equal to or less than that of the half-day program. | _____ | _____ | _____ | <u>0/1</u> | <u>4/3</u> |
| 17. The half-day kindergarten program provides more effective instruction than the full-day kindergarten program. | _____ | _____ | _____ | <u>0/1</u> | <u>4/3</u> |
| 18. The use of the 2 hour aide for the full-day program is satisfactory. | <u>3/3</u> | <u>1/1</u> | _____ | _____ | _____ |
| 19. The pressure of time available to accomplish the kindergarten objectives is less upsetting to the students and teacher in the half-day program than to those in the full-day program. | _____ | _____ | _____ | <u>1/1</u> | <u>3/3</u> |
| 20. It is more satisfying to teach one full-day kindergarten class than two half-day kindergarten sessions. | <u>1/2</u> | <u>1/1</u> | <u>2/1</u> | _____ | _____ |

January/May
1983

- B. Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree. d. I disagree.
b. I agree. e. I strongly disagree.
c. I am undecided.

| | a | b | c | d | e |
|---|------------|------------|------------|------------|------------|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | <u>0/2</u> | <u>0/1</u> | <u>7/2</u> | <u>0/2</u> | |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | <u>4/6</u> | <u>3/1</u> | | | |
| 3. At this point in time students in the half-day program seem better prepared for first grade than students in the full-day program. | | | <u>3/3</u> | <u>4/4</u> | |
| 4. Full-day kindergarten students become more independent than half-day students. | <u>0/2</u> | <u>6/3</u> | <u>0/1</u> | <u>1/1</u> | |
| 5. Half-day kindergarten students MASTER (not just cover) the same number of the skills on the kindergarten skills arrays as do full-day kindergarten students. | | <u>1/0</u> | <u>1/1</u> | <u>3/4</u> | <u>2/2</u> |
| 6. The attention span of students in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | | | <u>1/1</u> | <u>4/6</u> | <u>2/0</u> |
| 7. Most of the kindergarten students this year are too emotionally immature to adjust to the full-day program without serious difficulties. | | | <u>3/4</u> | <u>4/3</u> | |
| 8. Students in the half-day program are more challenged to develop their individual potential than students in the full-day program. | | | <u>4/4</u> | <u>3/3</u> | |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | <u>6/5</u> | <u>1/2</u> | | | |
| 10. Full-day kindergarten students have more opportunities than half-day kindergarten students to socialize with their peers. | <u>5/5</u> | <u>1/2</u> | | <u>1/0</u> | |
| 11. Full-day kindergarten students retain more of the curriculum than half-day kindergarten students. | <u>4/2</u> | <u>1/3</u> | <u>1/1</u> | <u>1/1</u> | |

figure 4h-1

January/May
1983

Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree. d. I disagree.
b. I agree. e. I strongly disagree.
c. I am undecided.

| | a | b | c | d | e |
|--|------------|------------|------------|------------|------------|
| 12. The majority of my kindergarten students are too tired in the afternoon to benefit from instruction. | _____ | _____ | _____ | <u>4/3</u> | <u>1/2</u> |
| 13. Full-day kindergarten students have difficulty handling the lunch time at school. | _____ | _____ | <u>1/0</u> | <u>0/1</u> | <u>4/4</u> |
| 14. Full-day kindergarten students have greater opportunity to participate in school-wide activities/programs. | <u>6/7</u> | <u>1/0</u> | _____ | _____ | _____ |
| 15. The listening skills of students in the half-day kindergarten program are better developed than those of students in the full-day kindergarten program. | _____ | _____ | <u>1/2</u> | <u>5/3</u> | <u>1/2</u> |
| 16. Custodial activities (e.g., lunch, additional rest, dressing, money collections, etc.), necessary to accommodate kindergarten students in the full-day program, make actual instructional time approximately equal to or less than that of the half-day program. | _____ | _____ | _____ | <u>1/2</u> | <u>5/4</u> |
| 17. The half-day kindergarten program provides more effective instruction than the full-day kindergarten program. | _____ | _____ | _____ | <u>2/2</u> | <u>5/5</u> |
| 18. The use of the 2 hour aide for the full-day program is satisfactory. | <u>1/1</u> | <u>2/4</u> | _____ | _____ | <u>1/0</u> |
| 19. The pressure of time available to accomplish the kindergarten objectives is less upsetting to the students and teacher in the half-day program than to those in the full-day program. | _____ | _____ | _____ | <u>0/2</u> | <u>7/4</u> |
| 20. It is more satisfying to teach one full-day kindergarten class than two half-day kindergarten sessions. | <u>4/3</u> | <u>1/1</u> | <u>1/1</u> | _____ | _____ |

January/May
1983

- B. Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- | | |
|----------------------|-------------------------|
| a. I strongly agree. | d. I disagree. |
| b. I agree. | e. I strongly disagree. |
| c. I am undecided. | |

| | a | b | c | d | e |
|---|------------|--------------|-------------|--------------|------------|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | ___ | <u>0/1</u> | <u>3/2</u> | <u>11/18</u> | <u>4/3</u> |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | <u>3/5</u> | <u>3/6</u> | <u>6/6</u> | <u>1/3</u> | ___ |
| 3. At this point in time students in the half-day program seem better prepared for first grade than students in the full-day program. | ___ | <u>2/3</u> | <u>5/1</u> | <u>5/10</u> | <u>4/9</u> |
| 4. Full-day kindergarten students become more independent than half-day students. | <u>3/4</u> | <u>7/8</u> | <u>4/8</u> | <u>3/4</u> | ___ |
| 5. Half-day kindergarten students MASTER (not just cover) the same number of the skills on the kindergarten skills arrays as do full-day kindergarten students. | <u>0/1</u> | <u>4/3</u> | <u>5/10</u> | <u>2/3</u> | <u>1/3</u> |
| 6. The attention span of students in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | ___ | <u>2/1</u> | <u>4/1</u> | <u>10/15</u> | <u>2/7</u> |
| 7. Most of the kindergarten students this year are too emotionally immature to adjust to the full-day program without serious difficulties. | <u>0/1</u> | <u>0/1</u> | <u>4/7</u> | <u>6/9</u> | <u>6/6</u> |
| 8. Students in the half-day program are more challenged to develop their individual potential than students in the full-day program. | <u>0/1</u> | <u>0/1</u> | <u>4/4</u> | <u>9/10</u> | <u>3/6</u> |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | <u>4/9</u> | <u>11/13</u> | <u>3/1</u> | <u>0/1</u> | ___ |
| 10. Full-day kindergarten students have more opportunities than half-day kindergarten students to socialize with their peers. | <u>4/7</u> | <u>9/14</u> | <u>1/1</u> | <u>1/2</u> | ___ |
| 11. Full-day kindergarten students retain more of the curriculum than half-day kindergarten students. | <u>1/3</u> | <u>6/9</u> | <u>9/7</u> | <u>0/3</u> | ___ |

figure 4i-2

January/May
1983

Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree. d. I disagree.
b. I agree. e. I strongly disagree.
c. I am undecided.

| | a | b | c | d | e |
|--|------------|------------|-------------|--------------|------------|
| 12. The majority of my kindergarten students are too tired in the afternoon to benefit from instruction. | ___ | <u>2/1</u> | <u>2/4</u> | <u>9/17</u> | ___ |
| 13. Full-day kindergarten students have difficulty handling the lunch time at school. | ___ | <u>1/1</u> | <u>2/10</u> | <u>4/5</u> | <u>1/1</u> |
| 14. Full-day kindergarten students have greater opportunity to participate in school-wide activities/programs. | <u>4/7</u> | <u>9/9</u> | <u>1/5</u> | <u>1/1</u> | ___ |
| 15. The listening skills of students in the half-day kindergarten program are better developed than those of students in the full-day kindergarten program. | ___ | <u>2/0</u> | <u>1/2</u> | <u>11/17</u> | <u>2/5</u> |
| 16. Custodial activities (e.g., lunch, additional rest, dressing, money collections, etc.), necessary to accommodate kindergarten students in the full-day program, make actual instructional time approximately equal to or less than that of the half-day program. | ___ | <u>0/1</u> | <u>2/9</u> | <u>6/5</u> | <u>3/4</u> |
| 17. The half-day kindergarten program provides more effective instruction than the full-day kindergarten program. | ___ | ___ | <u>3/5</u> | <u>9/10</u> | <u>1/5</u> |
| 18. The use of the 2 hour aide for the full-day program is satisfactory. | ___ | <u>6/8</u> | <u>2/8</u> | <u>2/1</u> | <u>0/2</u> |
| 19. The pressure of time available to accomplish the kindergarten objectives is less upsetting to the students and teacher in the half-day program than to those in the full-day program. | <u>1/0</u> | ___ | <u>3/8</u> | <u>7/7</u> | <u>1/3</u> |
| 20. It is more satisfying to teach one full-day kindergarten class than two half-day kindergarten sessions. | <u>2/2</u> | <u>1/1</u> | <u>3/8</u> | <u>3/4</u> | ___ |

figure 4i-2

SUMMARY OF
QUESTIONNAIRE FOR AIDES
January/May, 1983

It should be noted that while only four lunchroom/playground aides were budgeted for this pilot program, a fifth aide was involved and was asked to respond to this questionnaire. (The fifth was a Dale Avenue aide regularly involved with the kindergarten program at one of the sites.) Figure 5a is the actual questionnaire for aides, and figure 5b summarize the responses to that questionnaire.

While the aides were unanimously supportive of the full-day program in January, one lunchroom/playground did experience discipline problems later in the year and, understandably therefore, responded more negatively in May.

A.

1. The aides continued to agree that the full-day kindergarten students adjusted quickly and easily to the lunch time routine.
2. The aides also continued to agree that the full-day kindergarten students benefited from the scheduled rest time.
3. The aides continued to disagree that the full-day kindergarten students had difficulty getting involved in organized games. Stated more positively the aides agreed that the full-day kindergarten students easily became involved in organized games.
4. The aides continued to disagree that the full-day kindergarten students had difficulty adjusting to the aides' role. Stated more positively the aides agreed that the full-day kindergarten students easily adjusted to the aide's role.
5. Four of the five aides continued to indicate that the full-day kindergarten students interacted well with their peers.

B.

The Committee believes that the only two comments offered by the aides for each evaluation are self-explanatory.

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

KINDERGARTEN QUESTIONNAIRE FOR AIDES

The Full-Day Kindergarten Pilot Program Committee would appreciate your responses to this questionnaire. Your anonymity is assured in the evaluative analysis. Please return it via interschool mail to Dr. Gittelman in the Department of Elementary Education as soon as possible but no later than May 27, 1983.

PLEASE COMPLETE:

School: _____

Lunchroom/Playground Aide _____

Dale Avenue Aide _____

A. Based on your own experience, please check a letter that best represents your opinion for each of the following statements:

- | | |
|----------------------|-------------------------|
| a. I strongly agree. | d. I disagree. |
| b. I agree. | e. I strongly disagree. |
| c. I am undecided. | |

- | | a | b | c | d | e |
|---|-------|-------|-------|-------|-------|
| 1. The full-day kindergarten students adjusted quickly and easily to the lunchtime routine - the lines, trays, recess, rest, etc. | _____ | _____ | _____ | _____ | _____ |
| 2. The full-day kindergarten students benefited from the scheduled rest time. | _____ | _____ | _____ | _____ | _____ |
| 3. The full-day kindergarten students had difficulty getting involved in organized games. | _____ | _____ | _____ | _____ | _____ |
| 4. The full-day kindergarten students had difficulty adjusting to the aide's role. | _____ | _____ | _____ | _____ | _____ |
| 5. The full-day kindergarten students interact well with their peers. | _____ | _____ | _____ | _____ | _____ |

B. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (use reverse side and/or attach additional pages if necessary).

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

SUMMARY
OF
KINDERGARTEN QUESTIONNAIRE FOR AIDES
January/May, 1983

- A. Based on your own experience, please check a letter that best represents your opinion for each of the following statements:

- | | | | |
|----|-------------------|----|----------------------|
| a. | I strongly agree. | d. | I disagree. |
| b. | I agree. | e. | I strongly disagree. |
| c. | I am undecided. | | |

| | a | b | c | d | e |
|---|------------|------------|------------|------------|------------|
| 1. The full-day kindergarten students adjusted quickly and easily to the lunchtime routine - the lines, trays, recess, rest, etc. | <u>5/3</u> | <u>0/1</u> | <u>0/0</u> | <u>0/1</u> | <u>0/0</u> |
| 2. The full-day kindergarten students benefited from the scheduled rest time. | <u>2/2</u> | <u>3/2</u> | <u>0/0</u> | <u>0/1</u> | <u>0/0</u> |
| 3. The full-day kindergarten students had difficulty getting involved in organized games. | <u>0/0</u> | <u>0/1</u> | <u>0/0</u> | <u>3/3</u> | <u>2/1</u> |
| 4. The full-day kindergarten students had difficulty adjusting to the aide's role. | <u>0/0</u> | <u>0/0</u> | <u>0/1</u> | <u>1/0</u> | <u>4/4</u> |
| 5. The full-day kindergarten students interact well with their peers. | <u>3/1</u> | <u>1/3</u> | <u>0/0</u> | <u>1/0</u> | <u>0/1</u> |

- B. Please add any other comments that might help us to evaluate and/or improve the kindergarten program. (Use reverse side and/or attach additional pages if necessary.)

KINDERGARTEN QUESTIONNAIRE FOR AIDES

- B. Please add any other comments that might help us to evaluate and/or improve the kindergarten program. (Use reverse side and/or attach additional pages if necessary.)

January

I feel the students adjusted well to the full-day kindergarten program, but I also feel that the regular 3:30 school dismissal is a bit too long for these younger students. I think an hour or so earlier dismissal would be more effective.

* * *

A system of reward and/or punishment which the aide may utilize would be of great benefit. Also for the first couple of weeks of school the help of 2 older students to retrieve balls and/or other play equipment at which times the kindergarteners are able to do that themselves.

May

I feel that the full-day kindergarten worked out well, and the children benefitted by this type of program.

* * *

I have seen such a tremendous improvement from when I first started as an aide up to the present. The children have adjusted and seem to enjoy the full day.

The full day kindergarten gives the children a more relaxed schedule and building experience over a half-day in the respect of not having to rush everything into a couple of hours. They have time for library, art teachers, gym class and an aide to play games, story time, leisure talks, etc. They are being introduced to adults who enjoy being with them and being supervised at the same time. So many children have never had the opportunity to be away from their immediate family and enjoy the learnings and teachings they are receiving from being in school longer than a couple of hours.

However, I think those schools who have a full-time kindergarten now should be allowed to again have them next year. The reason being is that they are familiar with the set-ups they have provided and can verify that the full-time kindergarten has such a greater advantage over only a half-day.

LOGS OF THE KINDERGARTEN PROGRAM AT THE FOUR SITES

The Committee reviewed summaries of logs submitted from the four school sites.

While the professional staff at School A believed that the program was quite successful, an overriding concern was expressed during the first marking period by those parents of students in the half-day group who felt that their children were being denied an important opportunity granted to students in the full-day section. Many of those parents were concerned about the future grouping of these two classes of children, particularly grouping during the next year in the first grade. They worried that students in the full-day kindergarten would be placed in the more advanced first grade reading and math groups, while students in the half-day section would be placed in the lower first grade reading and math groups.

Additionally they noted that the attempt to match students for the study failed to note as a factor the number or order of siblings in the students' families. One parent developed a very detailed list of questions about the pilot program before the design had in fact been finalized in committee. Both the principal and the director responded to those questions and concerns, but many of the parents from the half-day class remained dissatisfied with the fairness of the pilot program.

The full-day kindergarten teacher at that school believed that her students had been innately more creative this year than traditionally, although no concrete proof was available to support this belief. Additionally she noted that students in her class complained frequently of upset stomachs in the afternoon.

In June the principal reported that in his professional opinion and that of the kindergarten teachers at that site, the Full-Day Kindergarten Pilot Program at School A satisfied the following planned outcomes and goals:

1. The Full-Day class did have more instructional time.
2. There was growth demonstrated as per CTBS-U scores.
3. Full implementation of the kindergarten curriculum was accomplished without undue pressure on the children and/or their teacher.
4. Each child's individual potential was challenged.
5. Each child's kindergarten readiness and progress was assessed with the pre/posttesting with the CTBS-U.

Additionally he noted that the children adapted quickly and easily to the full-day program. There were no lunch time problems or playground problems. There was ample time to complete the prescribed curriculum with no time restraints or restrictions.

The most notable entry in the log of School B was an indication that the full-day kindergarten enjoyed one hundred percent attendance at the parent-teacher conferences scheduled during the fall of 1982. That percentage was contrasted with the traditional eighty to eighty-five percent attendance for that kindergarten class. No parental dissatisfaction was noted at School B.

In June the principal of School B again reported that there were no significant occurrences during the year. The half-day kindergarten teacher enjoyed an eighty-four percent rate of parent conferences in the spring, while the full-day kindergarten teacher enjoyed a ninety-five percent rate of conferences.

At School C the program was also well received by the community. Not until late fall 1982 did a parent complain because her child was assigned to the half-day class instead of the full-day class that she had preferred.

The full-day kindergarten teacher believed that attendance had been better than traditionally in her classes, but she could offer no firm statistics to support that belief except that no communicable diseases or serious illnesses were apparent among the students. Further she noted that social development seemed to be progressing at a more rapid rate than generally experienced among her kindergarten students of previous years. The students seemed to be forming more friendships out of their immediate neighborhoods, some were staying overnight with friends, and some were forming cliques. She also noted as unusual the fact that to date there had been two referrals to the Child Study Team from her class. She rarely had any.

The principal noted a forty percent increase in kindergarten enrollment, from 30 in June, 1982 to 42 in September, 1982. (The kindergarten class of 1981-1982, now the second grade class at that school, numbers 27.) Additionally he noted that the full-day kindergarten teacher seemed especially pleased with her students.

In June the principal of School C reported that the most unique aspect of the program was that there were no extraordinary occurrences. He also noted other aspects of the program which, in his opinion, were not so unique, but worthy of mention. They follow:

1. The full-day teacher felt unpressured and able to address the curriculum in a more comprehensive manner than ever before.
2. The half-day teacher felt pressured by the "situation," especially the close scrutiny from parents.
3. Most if not all parents were in favor of the full-day program.
4. Many parents of children in the half-day program expressed a feeling of having been cheated.
5. No child in the full-day program fell asleep or appeared too tired to work in the afternoon.
6. There were three repeaters in kindergarten, all from the half-day group.

Further in that principal's opinion test results seemed skewed in favor of the full-day participants. He believed that full-day participants may have tested better because of:

- a. the full-day (increased time of task);
- b. failure of random matching method;
- c. a subconscious "expectancy effect" whereby the full-day teacher and parents expected more from their students and consequently got more;
- d. a combination of the above, all of the above, none of the above.

At School D the most notable log entry was the number of complaints and special requests heard from parents who had indicated a preference for the full-day program but whose children had been assigned to the half-day class. Additionally the principal believed that discipline among kindergarten students in both classes was a greater concern this year than traditionally at that building.

The teacher of the full-day class noted her concerns this year about the dissatisfaction with the kindergarten curriculum expressed by parents of higher achieving students, the differences in students' preparation for kindergarten, and the differences in methodology among the kindergarten teachers throughout the district. Additionally, the pretesting at School D did create a concern, since so many of the children there seemed frustrated by that experience in September. Several children were reported as having difficulty even with the task of holding the pencil. More positively, parents from both the full- and half-day classes at that school volunteered their services as classroom aides a few hours each week.

In June the principal of School D reported that for the most part, the kindergarten students in both sections (full-day and half-day) progressed well during the second half of the year. Growth was clearly evident in the cognitive areas such as pre-reading and math as well as social and emotional development. Of primary concern, however, was the obvious emergence of a few students in both sessions who, for reasons of emotional immaturity or inadequate pre-school preparation, found it very difficult to comply with the most basic requirements of good classroom management. While it was true that both sessions had a share of immature students, the negative effects of their behavior upon their classes were felt more strongly in the full-day session as a result of the increased length of the school day for those students.

The full-day kindergarten class teacher reported that she had been pleased and surprised at the children's rate of learning during the second half of the year. The children had developed good listening skills, more mature social values, and the ability to work independently. Half of the class was reading, while the other half was on the verge of reading. The latter had developed a sight vocabulary but did not have the mature interest to

complete the process of learning to read. All children enjoyed math and were capable of doing simple arithmetic. Several children learned addition as well as double digit subtraction.

Additionally she noted that there were several immature boys who had difficulty being in the full-day classroom. One such child, the youngest, repeated kindergarten.

She believed that as a whole the year was productive. She believed that the children learned more this year than they probably would have in her half-day program under ordinary circumstances. She also believed that the pressure was on the half-day teacher to keep up with the pace in the full-day kindergarten. She and the half-day teacher checked with each other on an almost constant basis, sharing materials and know-how. The sharing moved the half-day program along at a faster pace than thought possible.

Finally, she stated that she would have enjoyed a second year in the program in order to implement what she had learned in a year of growth in teaching.

The half-day class teacher believed that since many students had spent their mornings at home watching television or playing, they were not really ready for the afternoon session. Consequently, many plans and expectations were not met.

In some cases important school days were missed by students because of family problems. The half-day teacher believed that a high priority did not seem to have been placed on education by some parents. This, of course, was believed to have been reflected in the children's attitude toward school. Some students seemed incapable of handling the formalized kindergarten sessions and posed behavior problems. Many other children were advancing at an accelerated pace in both classes. This fact caused some dissension among parents.

The big question on the minds of many parents was how the full-day and half-day teachers were implementing the same curriculum. The feeling seemed to be that the children in the half-day class were not receiving a kindergarten experience comparable to those of the full-day class. She concluded that working closely with colleagues in kindergarten during the year proved to be a very rewarding and enriching experience.

The director's log indicated that both teachers and principals at the four pilot sites were generally satisfied with the program from its inception through this full-scale evaluation. The program was controversial, however, among members of the community. Several parents had called the director as early as February, 1982 to voice either strong opposition or support of full-day kindergarten classes for their children. The Trenton Times published a feature article on Full-Day Kindergarten, highlighting the Hamilton Township School District.

By September 1983 the Hamilton Township Area Reporter, the Mercer Messenger, the Home News (New Brunswick, New Jersey), and The Sunday Record (Bergen, New Jersey) also published articles about the growing phenomenon of full-day kindergarten. The last article indicated that New York City offered a full-day kindergarten program this year. According to another article in the New York Times, New York State is previously considering changing the kindergarten program from addressing the needs of the traditional five year old to the currently "ready" four year old population.

Parents of kindergarten children in Hamilton Township continued to indicate their interest in full-day kindergarten, too, as several called to inquire about the results of our study and/or future plans for the program elsewhere in the district. One parent actually read the entire interim report with apparent satisfaction.

Because of frequently voiced interest from the various members of our school community, the director addressed the District Parent Teachers Association (PTA) Council, sent copies of all committee meeting minutes and reports to the President of the Hamilton Township Education Association (HTEA), met with all the kindergarten teachers in the district, and frequently provided progress reports to the elementary principals and colleagues in the Central Office in an attempt to keep all informed about the Full-Day Kindergarten Pilot Program.

Because so much interest in kindergarten was apparent in the district, the Director of Elementary Education met with the Director of Curriculum and Instruction in order to form a kindergarten curriculum review committee, too. That committee, chaired by a curriculum assistant, prepared and distributed in the fall of 1983 a new kindergarten activities handbook for use with either full-day or half-day classes.

Additionally the director noted that other communities had heard of this study and were quite interested in it. Inquiries about the program were received from the Mercer County Principals and Supervisors Association, the New Jersey Principals and Supervisors Association, Lawrence Township School District, Burlington City School District, Ewing Township School District, West Paterson School District, Roseland School District and Hopewell School District. Additionally, the "Early Childhood" specialist from the New Jersey Department of Education, Division of General Academic Education requested a copy of the report(s) about the Hamilton Township study and planned an on-site visit. Those involved with the program in Hamilton Township also responded to questionnaires for two doctoral dissertation studies about full-day kindergarten at Rutgers - The State University.

The director also noted in September, 1983 that the second year of the pilot program seemed to have begun well at all four sites. Only three parents had really appealed to her about how decisions were made for placement of students in either the full-day or half-day kindergarten classes at one school. The parents seemed satisfied with her explanation and assurance about the intended fairness of the student matching process.

Both teachers at the sites were reported as happy, but the full-day teacher was elated with the program.

In the second year of the program one school reported some difficulty with pre-testing the children so early in the school year. (Pre-testing with the CTBS-U was accomplished with the second year group of eight classes during the week of September 19-23, 1983.)

As a group the principals indicated that they "almost forgot" that the program was at their school because the program was operating so smoothly. One principal reported that a few full-day children wanted to go home around 2:00 p.m. during the first week of school, but the program went extremely well thereafter.

The first grade teachers at the initial four sites of the program also indicated that the year had begun well. Further they noted that children from both full- and half-day classes were proceeding with the first grade curriculum and making new friends.

Considerable and growing interest remained in the full-day kindergarten concept. The issue has remained controversial, however. Most people were totally for or against the concept and evidence about its inferiority/superiority was still inconclusive.

VGIT1

FORMATIVE EVALUATION

Formative evaluation included discussion and resolution of any identifiable concerns associated with the pilot program.

At the October 14, 1982 in-service workshop for teachers, it was noted that full-day teachers must remember to pace themselves more slowly. The Director of Elementary Education instructed the kindergarten teachers that enrichment was the goal rather than acceleration. The teachers were told to expand their instruction horizontally by including many activities on the letter A, for example, rather than to accelerate vertically through the curriculum by proceeding quickly to the letters B and C.

Another area that was addressed was the community concern generated by having both half-day and full-day kindergarten classes in the same building. Some parents voiced concerns about the possibility that students in the full-day classes might become more advanced than students in the half-day classes. This problem of community concern was inherent in the design of the pilot program as initially adopted by the Board of Education in May 1981 and reaffirmed in February 1983.

Other minor problems were identified and remedied. As an example, one of the kindergarten teachers reported that her students were not using the special trays ordered for the lunchtime. The

Director of Elementary Education investigated the problem and remedied it by locating the trays for the students' use.

At the end of the first year of the program, the kindergarten teachers involved at the four sites prepared a list of recommendations for the full-day kindergarten teachers about to be involved during the second year. That list appeared on page eighty-five of the Interim Evaluation and included suggestions about teaching materials, scheduled snack times, and the use of the lunchtime aide. The kindergarten teachers involved with the first year of the pilot program discussed these ideas with all the kindergarten teachers of the district at a workshop on February 22, 1983.

The final formative change during the first year of the pilot program was made as a result of the February 18, 1983 committee meeting. Modifications to the January 1983 questionnaires were made for distribution in May, 1983. These modifications involved minor language changes in order to insure clarity of understanding without any change of intent.

As a result of the last committee meeting on October 25, 1983, Table 11 was completed to indicate the number of retentions in as well as promotions and transfers from kindergarten at the four pilot schools. As indicated on Table 11, five of the six students retained in kindergarten were from the half-day classes.

TABLE 11

KINDERGARTEN
RETENTIONS/TRANSFERS/PROMOTIONS

| School | Class | Retentions | Transfers | Promotions |
|--------|----------|------------|-----------|------------|
| A | Half-day | 1 | 0 | 17 |
| | Full-day | 0 | 1 | 19 |
| B | Half-day | 0 | 0 | 19 |
| | Full-day | 0 | 0 | 21 |
| C | Half-day | 3 | 0 | 15 |
| | Full-day | 0 | 1 | 18 |
| D | Half-day | 1 | 0 | 22 |
| | Full-day | 1 | 0 | 23 |
| TOTALS | Half-day | 5 | 0 | |
| | Full-day | 1 | 2 | |
| | | 6 | 2 | 154 |

The two transfers from kindergarten to grade 1 were both from the full-day classes. The two teachers recommending those transfers indicated that they had considered retention, but they did not consider it in the students' best interests to assign them to a year of half-day kindergarten class after a year of full-day kindergarten class.

The committee did believe then that the number of retentions and transfers considered together were of no significance. Five of the students who failed to earn promotion were from the half-day classes, and three were from the full-day classes. While their non-promotion was determined by their limited achievement, the future grade placement of those students was determined on another basis, their general best interest.

In summary, the professional staff involved and the committee agreed that there were no major concerns with the pilot program.

LIMITATIONS OF THE STUDY

Interpretation of the data in this report is subject to the limitation of sample size and time. Data collected over a two or three year period would increase the validity of the results by providing longitudinal data for the students already involved as well as additional students in a greater sample size for the type of data analysis reported herein. Increasing the sample size would foster a more precise determination of any effects from either the treatment (e.g. half-/full-day class placement) or the background variables (e.g. sex, parental preference, attendance, preschool screening score, age, preschool experience).

An additional evaluation is scheduled for February, 1984 but the extent of that effort must be limited, too. No CTBS-U posttest score, CAT results or end-of-year report card data will be available at that time for the second group of students involved with the pilot program. That evaluation will be largely limited therefore, to the more subjective type of data that can be gathered through attitudinal questionnaires (including one for the first grade teachers at the first four pilot sites), logs and formative evaluation that result from meetings of those concerned with the pilot program.

A second full-scale evaluation is possible, too, after June, 1984. Action on that report, however, could not reasonably be considered in time for the 1984-1985 school year. The 1985-86 school year would be the earliest date for the implementation of any recommendations that might be made at the end of the 1983-1984 school year.

CONCLUSIONS

In conclusion, all findings about students' development in kindergarten could be grouped into three categories; social/emotional, academic, and other. Table 12 summarizes the findings both from the review of other educational research studies and from the pilot program in Hamilton Township.

Results of the pilot program are further reported in the seven categories of the full scale evaluation (i.e. standardized tests, report cards, questionnaires for parents, professional staff, and aides, logs, and formative evaluation).

In their interpretation of the results the committee referred to the original objectives of the pilot program (page 6, Interim Report, February 1982):

product goals

1. More instructional time for kindergarten classes.
2. Children who have demonstrated growth.
3. Evaluation data (about children, program, and community attitudes toward program).

process goals

1. Facilitate full implementation of present kindergarten curriculum without undue pressure on child and teacher.
2. Challenge each child to individual potential.
3. Assess students' kindergarten readiness and progress.

SUMMARY OF FINDINGS

-1-

| DATA | RESULTS | | |
|--|--|--|---|
| | Social/Emotional | Academic | Other |
| Review of Other Studies
(1968-1983) | Full-day students were happy about experience - even in their later school years. (Evansville) | Full-day students achieved more in some instances. (Evansville) | Parents and primary teachers favor full-day kindergarten. (Ross, Harris, Callahan Evansville) |
| | Full-day students had higher self-concept. (Evansville) | Full-day disadvantaged students performed significantly better on standardized tests than half-day disadvantaged students. Educationally advantaged students also achieved more in full-day (but difference not significant). (Winter and Klein) | Teachers generally prefer full-day program, believing it provides more opportunity for individualization of instruction. (Mouw) |
| | Full-day students had better behavior. (Evansville) | achievement noted in grade 1, too. (Humphrey) | 40-50% of kindergarten students today have pre-school experience. (Mouw, Callahan) |
| | No problems were found with students' fatigue, interest, frustration, psychological adaptability. (Winter and Klein) | Full-day students earned better report card grades. (Evansville) | 30% of kindergarten students in U.S. are now attending a full-day program. (Nat'l. Center for Ed'l. Statistics- N.Y. Times) |
| | No differences were found in students' attendance. (Humphrey) | Full-day students were retained less frequently in kindergarten. (Evansville) | 13% of kindergarten programs in American school districts are full-day. (Callahan) |
| | No differences were found in students' socio-emotional development. (Stinard) | Full-day students continued to score higher on standardized tests in grades 2 and 3. (Evansville) | 12% of N.J. school districts offer full-day kindergarten programs. (N.J. State Dept. of Education) |
| | | No differences were found between full-day and half-day programs. (Johnson and Hatcher) | |
| | | Half-day students scored higher on handwriting test. (Evansville) | |

TABLE 12
(cont's)

| DATA | RESULTS | | |
|--|------------------|---|---|
| | Social/Emotional | Academic | Other |
| Review of Other
Studies
(1968-1983)
continued | | Educational TV and the proliferation of preschools have influenced students' readiness for school. (Callahan) | Many working parents are demanding child care. (N.J. State Dept. of Education) |
| | | More instruction is now demanded from kindergarten programs. (Mouw) | True research designs comparing full-and half-day kindergarten programs are rare. (Stinard) |

TABLE 12
(cont'd)

| DATA | RESULTS | | |
|--------------------|---|---|-------|
| | Social/Emotional | Academic | Other |
| Standardized Tests | | Students in both full- and half-day classes made significant learning gains from September, 1982 to May, 1983. | |
| | | Students' background characteristics were not significantly related to achievement. | |
| | | Full-day students scored significantly higher on CTBS-U posttest in Math. | |
| | | Full-day students also scored higher (but not significantly) on other CTBS-U and CAT measures. | |
| Report Cards | No significant differences were noted between full- and half-day classes in the areas of social development or work habits. | Students in both full- and half-day classes made significant learning gains from February to June, 1983. | |
| | No significant difference was found in students' attendance. | Of all the students' background characteristics, only parental preference for full-day class placement was significantly correlated with achievement. | |
| | | Half-day students scored significantly higher gains in physical development, number readiness and reading readiness, but full-day students scored at or above half-day students in all areas measured on the report card. | |

TABLE 12
(cont'd)

| DATA | Social/Emotional | RESULTS
Academic | Other |
|-----------------------------|---|--|---|
| Report Cards
(continued) | | No significant differences were found between full- and half-day classes in the areas of creative expression or language. | |
| Questionnaires
Parents | <p>Students in both full- and half-day classes were happy.</p> <p>Students in both full- and half-day classes learned to work and play with others.</p> <p>Students in both full- and half-day classes were more confident as a result of kindergarten.</p> | <p>Curriculum, balance of activities, and teachers were strengths of the kindergarten program in both full- and half-day classes.</p> <p>Time and the perceived lack of opportunity to individualize instruction were the perceived weaknesses of the half-day program.</p> <p>Learning was perceived in all kindergarten classes, but parents from the full-day classes perceived more learning than parents from the half-day classes.</p> <p>Parents from half-day classes wanted more time for individualization of instruction.</p> | <p>Most parents preferred a full-day program, but a considerable number of parents preferred half-day program.</p> <p>Need for child care was evident in the community.</p> |
| Professional
Staff | <p>No major adjustment problems were associated with students in the full-day program.</p> <p>Full-day students were perceived as more independent.</p> <p>Most but not all students were ready for kindergarten in September.</p> | <p>Full-day program offered better balance of curricular activities.</p> <p>Full-day program provided more time for instruction, participation in school-wide activities and socialization with peers</p> | <p>Time was perceived as the greatest strength of the full-day program.</p> <p>It was more satisfactory to teach the full-day program.</p> <p>Most staff favored full-day kindergarten.</p> |

TABLE 12
(cont'd)

| DATA | RESULTS | | |
|-----------------------------------|---|--|--|
| | Social/Emotional | Academic | Other |
| Professional Staff
(continued) | <p>Full-day program provided more opportunity to socialize with peers.</p> <p>Full-day program was implemented without any major problems.</p> <p>Half-day program involved more time pressure.</p> <p>Some students were perceived as the greatest weakness of the full-day program.</p> | <p>Full-day students were perceived as having retained more knowledge.</p> <p>Half-day program was not perceived as more effective instructionally.</p> | <p>Use of the Lunch room/Playground aide was satisfactory in the full-day program.</p> |
| Aides | <p>Students in the full-day program adjusted well to lunch, play and rest times.</p> <p>Students in the full-day program interacted well with their peers and the aide.</p> | | <p>Most aides favored full-day.</p> |
| Logs | <p>Full-day program seemed more upsetting to immature students.</p> <p>Full-day students formed more friendships out of immediate neighborhood.</p> <p>Full-day students seemed to feel less pressure of time without any major adjustment problems.</p> | <p>Full-day students were perceived as having learned more than half-day students.</p> <p>Full-day program offered more opportunity for individualization of instruction.</p> <p>Full-day program offered more time for instruction.</p> <p>Half-day and full-day students blended well into groups for work on first grade curriculum in September, 1983.</p> | <p>Most parents and staff favored the full-day program.</p> <p>Great interest was evident in full-day programs throughout the community, state and nation.</p> |

TABLE 12
(cont'd)

| DATA | RESULTS | | |
|-------------------------|---|---|-------|
| | Social/Emotional | Academic | Other |
| Logs
(continued) | | Independently from but concurrently with this pilot program a kindergarten activities handbook was completed in district to supplement the course of study. | |
| Formative
Evaluation | No major problems were associated with the pilot program. | Curriculum was enriched in the full-day program. | |

Further, the committee believed it most important to remind the reader that the goals of the full-day program were not to develop mini-academicians in the persons of kindergarten students, but rather to develop well adjusted children ready for their continued education in grades 1 through 12.

Kindergarten is the foundation upon which all facets of a child's life-long education is based. There is no other time in the child's formal education when all aspects of the total individual are so succinctly addressed. The kindergarten environment fosters all areas of development - physical, social, emotional, as well as cognitive.

Unless the student's physical, social and emotional development are addressed, very little can happen in the cognitive domain. The social/emotional findings then were not to be discounted but considered at least as important as the academic or other findings.

Because those areas remain difficult to measure, however, particularly with any paper/pencil standardized instrument, the committee believed that the questionnaires might have presented the most important data reviewed in the full scale evaluation. Therein the child's total development at home and at school were reflected as perceived by those who worked most closely with the children on a daily basis.

The review of other research studies highlighted the difficulty of measuring and reporting social or emotional development. Surely many believed that standardized tests are not the best source of such information since questionnaires were frequently used to gather such data. Differences between full- and half-day kindergarten students' social and/or emotional development were rarely found (Humphrey and Stinard). One study (Evansville) did find, however, that full-day students had better self-concepts and demonstrated better behavior. Additionally the studies found that students in full-day kindergarten classes were happy (Evansville) and that there were no significant problems associated with the full-day program (Winter and Klein).

The pilot program in Hamilton Township confirmed such findings. The report cards noted no significant differences in social development, work habits or attendance. The questionnaires found that students in full- and half-day classes both were happy, learned to work and play with others, and were more confident as a result of kindergarten. Further most but not all students were found ready for kindergarten, although some immature students were the greatest problem associated with the full-day kindergarten program. The questionnaires also found that the full-day classes were implemented without any major problems during the time for instruction, lunch, rest or play. Finally the questionnaires indicated that students in the full-day classes were perceived as more independent and less pressured by

time, that full-day students were afforded more opportunity to socialize with peers, and that full-day students' interaction with peers and staff alike was satisfactory.

The logs and the committee's formative evaluation validated that data again. Although no problem associated with the program was educationally significant, immature students were reported as more upset with the full-day program. Finally the logs indicated that students in the full-day classes formed more friendships out of their home neighborhoods, while they also experienced less time pressure at school.

In summary, both full- and half-day kindergarten classes were successful. Students were happy in their learning. Some social/emotional differences were found between students, however, favoring the full-day program. As a group full-day students demonstrated better behavior as well as more self-confidence, independence, friendships out of their immediate neighborhoods, and opportunities to socialize with peers.

Academic findings too were similar in educational research studies conducted elsewhere and in the educational research of this pilot program. While results were not always the same, most findings indicated academic differences between students in the full- and half-day classes.

In most instances out-of-district research favored the full-day kindergarten program. Full-day students achieved better grades on standardized tests (Evansville, Winter and Klein), retained that superiority in achievement through grades 1 (Humphrey), 2, and 3 (Evansville), earned better report card grades, and were retained in kindergarten less frequently (Evansville).

Some, however, found no difference in achievement between students in full- and half-day classes (Johnson and Hatcher). One found that half-day students scored higher on a handwriting test (Evansville). Additionally, of course, research frequently referred to the impact of television and preschools and to the demand for more meaningful instruction in the kindergarten classes of the 1980's.

The pilot program confirmed the merit of the kindergarten curriculum and teachers in Hamilton Township. Students of various characteristics in both full- and half-day classes demonstrated significant learning gains on both the standardized tests and the report cards. The half-day students did score significantly greater gains in the report card skill areas of physical development, number readiness and reading readiness, but not in the skill areas of creative expression or language. The full-day students as a group, however, did score at or above the half-day students as a group on all categories of the CTBS-U, CAT, and report cards. Further such differences were statistically significant at the .05 level for the mathematics CTBS-U posttest.

The questionnaires confirmed the merit of the curriculum and teachers. Further they favored the full-day program. Increased classtime was perceived as the key to more learning through greater opportunities for individualization of instruction as well as increased participation in school-wide activities and socialization with peers.

Again logs and formative evaluation validated the data. "Ready" full- and half-day students blended well into first grade work groups in Septmeber, 1983. Future homogeneity among the kindergarten classes of the district was made possible, also, through the recent kindergarten activities handbook developed concurrently with but separate from the pilot.

Other data found through this pilot program also underscored the similarity between the students and community in Hamilton Township and others in the state and nation. Other educational research studies indicated that parents and teachers favored a full-day kindergarten program. Working parents in other districts have demanded child care. Teachers elsewhere believed that more time allowed for more individualization of instruction. Surely many students across the country are now enrolled in public and private full-day kindergarten classes. Surely, too, interest in such programs continues to grow despite a paucity of true research projects to indicate their superiority.

The pilot study confirmed the need for child care in Hamilton Township, as well as parents', teachers', aides' and principals' preference for the full-day program. Further, however, the pilot program has produced some credible evidence to indicate that the full-day program, with more time for instructional activities, is better for most kindergarten students' social, emotional and academic development. Further, the full-day program, as designed for the pilot study, was implemented without any major problems.

In summary then and as a result of this pilot, the kindergarten program in Hamilton Township was evaluated as excellent. The fullest possible implementation of that curriculum, however, was more possible in the full-day classes where enrichment was key, and where additional time afforded the teachers more opportunity to address students' individual needs.

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OTHER CONSIDERATIONS

The results of any educational research project are subject to the "real world" conditions of the school district. So, too, must this report include considerations of the current situation in Hamilton Township, especially the limited classroom space in the elementary schools and the financial costs associated with district-wide implementation.

Table 13 indicates the elementary principals' projections of problems and costs associated with full-scale implementation of the full-day kindergarten concept in all seventeen schools. First it highlights the lack of excess classroom space in the buildings and the general necessity for eliminating the "art/music" room in most elementary schools, if full-day kindergarten classes were to be implemented district-wide. Severe classroom space problems would occur at Greenwood, Langtree, Sayen, Wilson and Yardville Heights Schools if all kindergartens were scheduled as full-day classes. Contrariwise Kisthardt, Lalor and Robinson Schools could accommodate full-day kindergarten classes without any problem. All of the other schools would have to lose the art/music room or special education classes. Special education classes must be housed somewhere, however, since they are mandated by law for students' identified as needing them. It should also be noted that the number of self-contained special education classes has grown over recent years to sixteen. Further for the first time in 1983-1984 every elementary school had to reserve a standard, instructional space for special education Resource Rooms.

TABLE 13

Space and Cost Factors Associated with District-Wide Implementation of Full-Day Kindergarten

| SCHOOLS | | ROOM AVAILABILITY | | Estimated ADDITIONAL
NEEDS for Furniture,
Equip., Books/Consum-
ables, Supplies |
|-------------|---------------|---|---|--|
| | No
Problem | Minimal Problem | Major Problem | |
| Alexander | | Loss of PI or art/music room | | \$1,500.00 |
| Greenwood | | | Only (art) classroom available is in
basement | 900.00 |
| Kisthardt | X | | | 800.00 |
| Klockner | | Combination Resource Room and Basic
Skills room or loss of one room
used for Gifted/Talented | | 800.00 |
| Kuser | | Loss of art room | | 6,500.00 |
| Lalor | X | | | -0- |
| Langtree | | | Loss of special ed room or one room used
for art/music/basic skills/speech | 1,200.00 |
| McGalliard | | Loss of one room used for art/music | | 800.00 |
| Mercerville | | Loss of special ed class or 1 room
used for art/music | | 800.00 |
| Morgan | | Loss of one room used for art/music/
Gifted-Talented/speech | | 800.00 |
| Robinson | X | | | 800.00 |
| Sayen | | | Loss of 1 room used for basic skills and
Gifted-Talented and required regular
scheduling of faculty room for instruction
or loss of art room | 6,000.00 |
| Sunnybrae | | Loss of a special ed class or music
room and possible need for reschedul-
ing of resource specialists | | 1,800.00 |
| Univ. Hts. | | Loss of an art, music and/or resource
room (2 or 3 classes) | | 800.00 |
| Wilson | | | Loss of art and basic skills rooms
(2 or 3 classes) | 800.00 |
| Yardville | | Loss of special ed class or 1 room
used for art/music, or combination
resource room and basic skills room | | 2,500.00 |
| Yard. Hts. | | | Loss of 1 special ed room, or use of sub-
standard art room | 3,000.00 |

350

Total Estimated Cost \$29,800.00

351

131.

Another consideration related to that of space is student enrollment. Student enrollment at the elementary level continues to decline but at a slow rate. The official enrollment for September 1981, 1982, and 1983 respectively was 4454, 4395, and 4321 without special education students. Despite the small decline those numbers represent 100, 200, and 130 students above the district master plan at the elementary level. Additionally during those years special education classes accounted for an additional 125, 112, and 115 students in the elementary schools.

More specifically as indicated in Table 14, the kindergarten enrollment over the past three years has remained somewhat stable. There were 659, 739, and 687 kindergarten students officially enrolled in this district in 1981-1982, 1982-1983, and 1983-1984 respectively. It is also interesting to note that kindergarten enrollment increased at most of the eight schools where the full-day kindergarten was offered as part of the pilot program. One can speculate that such increases in enrollment may have been due to the registration of kindergarten students whose parents may have otherwise sent them to full-day private schools. Further one might speculate that kindergarten enrollment may increase substantially at all of the elementary schools in the district, if full-day classes are implemented district-wide.

Finally it should be noted that as of August, 1983 the New Jersey State Department of education projected kindergarten enrollment to grow from an estimated 76,000 in 1983-1984 to 80,000 by 1987-1988, then to level at approximately 79,000 in the 1990's. In Hamilton Township, of course, much land remains

TABLE 14

KINDERGARTEN ENROLLMENT IN HAMILTON TOWNSHIP

| School | 1981-1982 | 1982-1983 | 1983-1984 |
|--------------------|-----------|-----------|-----------|
| Alexander | 66 | 45 | 67* |
| Greenwood | 31 | 44 | 45 |
| Kisthardt | 13 | 28 | 24 |
| Klockner | 30 | 44* | 33 |
| Kuser | 41 | 50 | 42 |
| Lalor | 14 | 19 | 18* |
| Langtree | 42 | 33 | 32 |
| McGalliard | 44 | 47 | 41 |
| Mercerville | 42 | 38 | 40 |
| Morgan | 31 | 42* | 30 |
| Robinson | 29 | 40 | 45* |
| Sayen | 45 | 43 | 45 |
| Sunnybrae | 42 | 45 | 44 |
| University Heights | 72 | 76 | 57* |
| Wilson | 59 | 64* | 48 |
| Yardville | 28 | 39 | 43 |
| Yardville Heights | 30 | 42* | 33 |
| Totals | 659 | 739 | 687 |

*full-day kindergarten as part of the pilot program

as an undeveloped but potentially explosive source of additional students. Surely then it seems that classroom space can reasonably be expected to remain a concern in the future of this district.

Table 13 also includes some estimated costs associated with the furniture, supplies, etc. necessary for changing the entire kindergarten program to full-day classes. Table 15 includes the total estimated costs for district-wide implementation of full-day kindergarten. The major expense is the unavoidable doubling of the kindergarten teaching staff. Other costs are for lunchtime aides that enable the teachers to have a duty-free lunch and preparation period, carpeting for students' rest periods, furniture (e.g. desks, tables, chairs, and play equipment) necessary to outfit a second and in some cases a third kindergarten room, as well as the extra books and supplies needed for expanded classtime activity. The total cost is estimated at about \$570,000.

The cost of the two year pilot program is outlined in Table 16. Obviously again the cost of the additional teachers was the greatest consideration. Some kindergarten furniture and supplies were available in the district. Minimal purchases were also made as necessary.

Despite the problems associated with district-wide implementation of full-day kindergarten, however, a survey conducted in October, 1983 indicated that sixteen of the seventeen elementary principals favored the concept, while one remained undecided. Further the district kindergarten teachers unanimously favored the full-day program for 1984-1985. Additionally eight of the current nineteen kindergarten teachers indicated that they would be willing to transfer to another school in order to teach

the full-day program, if it could not be accommodated at their current location.

TABLE 15

ESTIMATED COST OF FULL-DAY KINDERGARTEN
IF IMPLEMENTED DISTRICT-WIDE IN 1984-1985

| | | | |
|----------------------|---|-----------------|------------|
| * Personnel | 19 classroom teachers | | |
| | @ \$23,880. (salary) | | |
| | + 2,388. (fringe) | | |
| | <u>26,268.</u> | | \$499,092. |
| | 38 lunchroom/playground aides | | |
| | @ \$ 1,660. (salary) | | |
| | + 100. (fringe) | | |
| | <u>\$ 1,760.</u> | | 66,880. |
| ** Carpeting | 24 classrooms | | |
| | @ \$ 1,290. for 3/4 of each room | | 31,000. |
| ** Miscellaneous | Supplementary equipment | | |
| | and supplies | | |
| | @ approx. \$,1500. per school | <u>25,000.</u> | |
| | SAVINGS - elimination of mid-day busses | <u>-50,000.</u> | |
| | | | \$571,972. |
| | | | |
| * Continual cost | | | |
| ** Initial cost only | | | |

TABLE 16

COST OF PILOT PROGRAM

| | | | |
|--------------------------------------|-----------|------------|-------------------|
| Personnel | | | |
| 4 L/P Aides per year | 1982-1983 | \$ 6,170.* | Subtotals |
| 2 classroom teachers | | 41,650.* | |
| per year | 1983-1984 | 6,725.* | |
| | | 45,399.* | <u>\$ 99,944.</u> |
| Carpeting | | | |
| 3/4 of 3 classrooms | 1982-1983 | \$ 3,300. | |
| per year | 1983-1984 | 3,878. | \$ <u>7,178.</u> |
| (Wilson & Morrison | | | |
| already carpeted) | | | |
| Testing | | | |
| booklets | 1982-1983 | \$ 348. | |
| scoring | | 704. | |
| | 1983-1984 | 294.* | |
| | | 772.* | \$ <u>2,118.</u> |
| Miscellaneous | | | |
| furniture (kindergarten tables) | | \$ 389. | |
| compartmentalized trays | | 311. | |
| research | | 80. | |
| postage (parent questionnaires) | | 50. | |
| clerical supplies (notebooks, paper) | | 800.* | |
| computer usage | | 96. | \$ <u>1,726.</u> |
| | | | <hr/> <hr/> |
| | | | \$110,966. |

* Estimated

RECOMMENDATIONS

Believing that the objectives of the Full-Day Kindergarten Pilot Program have been achieved then, the committee considered the options outlined in Table 17 before making the following recommendations to the Hamilton Township Board of Education.

Implementation of the full-day kindergarten program is recommended as the first option for the following reasons:

I. Review of Other Studies

- A. Studies generally confirmed data collected through the pilot program in Hamilton Township.
- B. Indications were found of short and long term benefits associated with full-day programs.

II. Data Collected During Pilot Program

A. Standardized Tests

- 1. The full-day group scored significantly higher on the CTBS-U posttest in math.
- 2. The full-day group scored at or above the half-day group in all areas measured on the CTBS-U and CAT.

TABLE 17

OPTIONS CONSIDERED IN COMMITTEE

DecisionConsequences

- | | |
|---|--|
| 1. Implement full-day kindergarten in all schools, if at all possible in recognition of cost and space problems. | <p>1. Pro - Improved and equal educational opportunity at all schools</p> <p>Con - Increased costs and displacement of classroom space for resource subjects, special education, and/or basic skills programs.</p> |
| 2. Continue study for one additional year with or without both experimental and control classes at the same school, while awaiting resolution of cost and space problems. | <p>2. Pro - Availability of more data/</p> <p>Con - Inflated costs associated with postponing decision.</p> |
| 3. Implement full-day program in most schools but maintain half-day program at approximately 1/4 of the schools with or without bussing at district expense. | <p>3. Pro - Possibility of affording parental choice for full/half-day program.</p> <p>Avoidance of most serious space problems.</p> <p>Savings of approximately \$200,000. from the cost of implementing the program in all schools</p> <p>Con - Additional cost of bussing.</p> <p>Loss of neighborhood school concept for some kindergarten students.</p> <p>Inequal educational opportunities in the district.</p> |

TABLE 17

OPTIONS CONSIDERED IN COMMITTEE

DecisionConsequences

4. Redistrict boundaries to create paired primary and upper level elementary grade schools.

4. Pro - Possibility of accommodating both full- and half-day classes at the same "magnet" schools.

Possibility of better socio-economic balance, a need to hire less additional L/P aides, and the "freeing" of some classroom space.

- Con - Emotional reactions in the community from re-districting and loss of neighborhood school concept.

Additional bussing costs.

Need for students to adjust to two different schools during their elementary experience.

5. Revert to half-day kindergarten at all schools.

5. Pro - Least disruptive, costly.

- Con - Community upset due to raised expectancy levels.

B. Report Cards

The full-day group scored at or above the half-day group in all areas measured on the report cards.

C. Parent Questionnaires

1. Full-day parents perceived more learning than half-day parents.
2. Half-day parents wanted more time for more individualization of instruction.
3. Most parents preferred the full-day program.

D. Staff Questionnaires

1. Full-day students were perceived as having retained more knowledge.
2. The full-day program provided more instructional time.
3. The full-day program offered a better balance of activities.

4. Full-day students were perceived as more independent.
5. The full-day program provided more opportunity to socialize with peers.
6. The full-day program was implemented without any major problems.
7. Staff found the full-day program more satisfactory to teach.
8. Most staff favored full-day kindergarten.

E. Logs

1. Full-day students were perceived as having learned more.
2. The full-day program offered more time for instruction.
3. The full-day program offered more opportunity for individualization of instruction.
4. The full-day students felt less pressure of time without any major adjustment problems.

5. Districts throughout the state and country are implementing full-day kindergarten programs.

F. Formative Evaluation

The full-day program offered an enriched curriculum.

This option should provide improved and equal educational opportunity at all schools, if the problems of cost and space can be resolved administratively.

Further, the full-day program should include the possibility of excusing some students after a four hour day. This possibility would provide all kindergarten students with the benefit of a class longer than the current 2½ hour program, but it would also provide some accommodations for those very immature students who may experience unusual difficulty with the full 6½ hour program. That alternative could be exercised by either the principal who, after consultation with staff and parent, decides that the longer program is not in the best interests of the very immature child or the parent who continues to prefer a shorter program.

This component of the recommendation is mostly the result of the fact that the greatest weakness of the full-day program was identified as the inability of some immature students to cope

with the longer day. Additionally, however, such an alternative also addresses the considerable number of parents in the district who still favor the shorter day for their children's first school experience. In all cases, however, transportation before the end of the full-day class should be understood as a parental responsibility, while transportation normally associated with the conclusion of school remains a district responsibility.

If the full-day kindergarten program cannot be implemented in all elementary schools of the district in 1984-1985 for reasons of cost, space or any other consideration, however, the committee then recommends that the pilot program be continued for a third year. During that third year additional data can be gathered, and the concept can be reconsidered for the 1985-1986 budget year, although additional time will probably result in inflated costs.

The third option, to implement the program at those schools which can most easily accomodate full-day classes while other schools maintain half-day classes, was also considered by the committee but was ultimately rejected. Although it may first appear to be the most feasible administratively, it also would probably cause the greatest community concern because of the neighborhood school concept and the standard of equal educational opportunity throughout the district would be jeopardized.

Additionally committee members proposed, but also rejected a fourth option of pairing schools for the primary and upper level elementary grades. Without much time to study this option, however, the committee concluded that it could not be reasonably implemented by 1984-1985, and that generally the community would probably not favor such a concept.

The fifth option, to revert to half-day kindergarten classes at all schools, is the least disruptive and costly, but can not be recommended unless options one and two are both rejected, because of the community concern that would be almost inevitable after public awareness of this report.

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17D3-7

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17D1-2

APPENDICES

- A Comments from Questionnaire for Parents
- B Comments from Questionnaire for Professional Staff
- C Comments from Report Cards
- D Minutes of the Full-Day Kindergarten Pilot Program
Committee Meeting on October 25, 1983
- E District Evaluation Form

1. Briefly describe the strengths of your child's kindergarten program.

Class One

The children are given consideration as individuals and there is flexibility on the teacher's part.

She is having a good time learning, and playing with other children. She knows all her colors, to write her name., tie her shoe's. Zipper, snap, button. She knows her numbers. Alphabet and starting to learn words.

I don't think the strength is in the program but in the teacher and how the teacher presents the program. You can have an excellent program but if it's not taught to the students in an interesting and exciting way the program is void.

Child likes.

I feel that it is a good program, so far I am pleased with what my child has accomplished.

She is being taught patiently and calmly her letters, sounds of letters, and recognition of letters and numbers. She has been introduced to learning in a positive, exciting way and is therefore eager to learn. Thanks to a caring, responsive teacher,

Good caring teacher.

(teacher).

Teacher tries to do the best she can with the little time available.

The Kindergarten in is not organized compared to the other Kindergartens in the area schools.

My child has an excellent teacher who promotes individual growth on both academic and personal levels. With the half-day session, my Child's attention span is never overtaxed. His attitudes about school are all positive and he is always eager and enthusiastic. My child's classmates reinforce his own positive perspective through their enthusiasm.

An excellent teacher. The teacher has developed a positive attitude about school to my child.

I feel that the half-day program is most appropriate for the purpose of readying a student for the start of his academic experiences. It provides a good transition from home to school atmosphere.

Class One Cont.

It is housed in a clean well kept room and administered by a caring and attractive teacher. Academically it parallels her pre-school program and has offered her very little.

Social interaction, Math concept, reading readiness, Science discoveries, rhythms.

The only strength we can see is that the class is taught by a friendly, positive teacher and the program is a typical and varied kindergarten program. Unfortunately it is pitted against an excellent all day, atypical program, making this "strength" a weakness.

A.1. Briefly describe the strengths of your child's kindergarten program.

Class Two

It is very good for the majority of the children I suppose. However, my child could recognize all the alphabet and sounds and is ready to learn to read. The class has yet to start work in phonics. Good socialization and play time and awareness of calendar, holidays, etc.

A teacher's aide which helps give the children more attention. An excellent reading readiness program. The class size isn't too large which helps also.

My child's desire to learn and work with others.

From what I've seen it's usually a very busy morning for the children. Between class activities and outside activities such as gym and music they're on the go. Even if the full day kindergarten isn't brought into the township schools the kindergarten classes should at least be extended an extra hour for better learning.

I feel the greatest strength in my daughters' kindergarten class is the variety of activities exercised in the course of a session therefore enough time is provided for learning yet not too much time is spent in one subject for the children to become bored or disinterested.

She enjoys everything about school. She is especially good at drawing and coloring. She also tries sounding out letters and tries to make words.

Individual attention, work interesting, good parent/teacher relation.

I think Kindergarten has helped but my kid learned a great deal when he was in nursery school, but it is a little change.

Diversity of things being taught within the short time the children are there. The teacher has been able to handle a rough class well and quickly. And good parent-teacher communication. The skills that are being stressed.

The variety of learning experiences that are available. Although with so large a class the time is limited. The school and principal are fantastic and open to parents.

Kindergarten program has been very helpful to my son. He has learned better numbers, songs and colors etc. Things that will make it a little easier for him when he starts 1st grade. He will be a little familiar with the basics of school.

A.1. Briefly describe the strengths of your child's kindergarten program.

Class Three

The children are kept busy, they have little time to become bored.

I feel the changing of teachers for subjects is very good. It makes the children realize that they do not have only one teacher to take orders from, but several.

I like the fact that they have different teachers for Art, Music, Gym, etc.

The teachers, especially _____, and the different parts of the curriculum such as music, art, physical education.

A.1. Briefly describe the strengths of your child's kindergarten program.

Class Four

The teacher is excellent. Half day is constantly moving - no time for boredom once you can get them to work.

The kids are learning a great deal with books, colors, numbers, writing and sharing with others.

The child has come out of her shell, and is more open with the other children.

He enjoys the new responsibilities - taking the bus, being with others his age and he's so proud when he does good.

Speech, she has bettered in vocabulary.

A.1. Briefly describe the strengths of your child's kindergarten program.

Class Five

My child has made great strides in learning to read, write and recognize her numbers.

My daughter gets plenty of time to learn things. Full day Kindergarten enables the teacher to go a little more "in depth" on the subject being taught. Full day Kindergarten helps the children get oriented to a full schedule. I think this will help them when they enter first grade. There is a broader range of subjects being taught.

Highly structured.

My daughter now reads. She actually sounds out letters and combines sounds to make words. I am very pleased.

Learning to sound words out and read. How to print correctly. Learning how to participate in group activities. Learning her numbers.

The teacher. It gives our son more time to learn.

Much work is done with learning letters and words. My daughter is constantly asking me how to spell different words so she can write them. She can spell and write the months and almost all of the other children's names.

The introduction to the alphabet and recognition of small words as their entrance into the art of reading. I don't know how she does it but she has inspired so much enthusiasm in my child that I feel confident my child will enjoy reading throughout his entire life.

Time and teacher. My son has learned many things which I feel a half day session would have had to omit. And for the teacher all four of my children have been blessed with a good start in school.

She is a warm and knowledgeable person giving her all to her children.

More advanced at this stage in school than my other two boys.

The child is learning by accepting responsibility - i.e. to remember library books, at home projects. The child has learned to read and helped by the daily repetition of calendar and weather.

Teacher. With any other teacher, we have serious reservations as to the effectiveness of the all-day program. Teacher's professionalism and dedication carried the program!

A.1. Briefly describe the strengths of your child's kindergarten program.

Class Six

Letter recognition, numbers recognition. In my child's case he gets speech.

Speech and language - My child's grammar has been greatly strengthened. Her vocabulary is growing little by little, I think due to the fact her teacher speaks to her more on an adult level.

It has showed her how to get along with other children.

She loves school. She does well in all her work and is willing to try new things.

He is more aware of his surroundings. He can express himself clearly.

The program is very helpful to . Also enjoy very much.

Gives the teacher time and opportunity to explore more areas and few in more depth. Therefore the child benefits by having a more complete program of enrichment. He brings home work projects rather than cutsy - nothing projects.

I feel full day is a great program, because my son was involved in all day . So full day seems to continue as he had been accustomed to the hours.

Acceptance of parent - child separation, sharing, getting along with others. Discipline.

- 1.) Good teacher.
- 2.) Longer day gives more time for learning.
- 3.) Good math program.

A.1. Briefly describe the strengths of your child's kindergarten program.

Class Seven

This particular kindergarten program is more than a "busy time" activity for children. They are allowed sufficient time when essential learning skills are acquired and improved. It stands to reason that more time spent in a learning atmosphere the more knowledge will be obtained by the student. This student has an advantage!

I believe the main strength of his program is his teacher. It is she who keeps his attention throughout the day. The all day concept is great as long as the teacher is of top quality.

It is a good program, she is learning more and how to write very good.

Well planned. Childs needs are met. Increased classroom time.

Uninterrupted time span - I feel more can be accomplished this way.

Learning independence. Working with children their age. Fundamentals of education.

I support the all day program because it provides ample time to accomplish the tasks required. It enables the teacher to better evaluate the child individually.

The program enables my son to learn to accept responsibility, to socialize with his peers, to budget his time and to master "the basics" as a foundation to successful learning. These skills are doubled because he is in a full-day program.

My child's strengths are all very strong, and I am very pleased with the program.

I believe the strength of our kindergarten is the teacher. Her experience and love of the children makes her outstanding. My children love school and are comfortable in the class. She stresses a positive self-image in each of the children which I feel is very important.

Because my child did attend a pre-school for 2 yrs. (Miriam Morris) I feel that she was ready for a full day program which offers.

Since my child has only been in kindergarten 4 months it's kind of hard to talk about the program. I know this for a fact, the teacher is great and I put all my trust in her. Whatever the program is - she will make it work.

Sharing, discipline, getting along with other children, respect towards others.

Class Seven Cont.

Surprisingly, children learn more and acknowledge more colors, letters, etc. Their knowledge certainly advanced but their manner, other experience didn't seem to improve.

Well rounded program that provides a sound introduction to academics, the arts, physical education and still allows enough time for constructive play and rest. Method of teaching is structured yet loving.

Numerous and varied types of activities, and more time to devote to each one than a half day program offers. Significant emphasis on educational process (alphabet, words, logical relationships, etc), not simply recreation.

A full day seems to have a great deal to do with what my child learns and the amount of time his teacher can spend with each individual child. I find that she can spot difficulties more quickly.

Good. Children learn their alphabets, numbers, colors. Play with friends, and other group activities. Going to the library. Encourage cultural exchange.

Due to the lenght of the kindergarten program I feel the teacher has had more time to spend helping my son, who has needed extra help.

A.1. Briefly describe the strengths of your child's kindergarten program.

Class Eight

I love the full day program because there is adequate time to cover all the material without rushing and each child gets more attention. Also the children have a full day with peers and are better acclimated to school society and routine.

The program is teaching him to get along better with other children, responsibility and independence.

I feel that the program is fine. My child is very happy and loves going to school which is the main thing. Kindergarten is a time when the child should learn to socialize and communicate with fellow students.

Structured environment develops learning and social skills.

The experience of the classroom setting. Learning to follow directions and the school daily routine. Learning the basics, such as letter pronouncing in readiness to read.

My child is learning to find his talents, and relating to other cultures.

My child is ready to read already. I hope this can be done this year with the new kindergarten program.

My husband and I feel the full-day kindergarten program is designed to make learning fun. Our son loves school. In our opinion we couldn't ask for a better program.

He is learning a willingness to learn in academic subjects.

My child is doing very good in kindergarten program. She learned how to add and subtract, read and write. Over all she is doing very good.

To be perfectly honest I can't describe any strengths in the program because I have not seen any.

I apologize for not making use of the questionnaire form that was sent to my home, but I felt that by using this paper, I would have more writing space for expressing my feelings.

My son attends school, full-day sessions.

In my opinion the full-day program for kindergarten children, was supposed to give the students more time to develop their learning skills and to develop friendship. But the program that my son is attending does not show that this is true. The program itself is not a fault. I feel with the right approach, this program could be very successful. The problem lies with its teacher. She has been teaching there for many years and her teaching techniques are very old-fashioned. From what I have been told, she has not changed her teaching methods at all over the years. And I think that this is hurting our children academically. It is already at the end of the first half of the school year, and the only thing my son has learned since September was how to write his name. These children have been learning how to write their names for four months. Why waste all that time? How long could it take to learn name writing? This is just one example of how much of a slow pace this teacher has. The teacher told me that she was going to teach the children adding, subtraction and time-telling, but if it takes her one half year to teach name writing, she will never teach all that she has promised to teach.

I have observed a few classes and most of the children are quick learners, and the teacher should review a program in keeping with the abilities of her students. The children should not slow down their learning, just to follow the teachers slow pace, it should be just the opposite.

A few parents have told me how the half-day session teacher is teaching at a quicker pace. Her children are already learning some reading and phonics. These children are learning more with half-day sessions, then the full-day children. Apparently, the full-day children are the losers. They are losing out on their deserved education.

My son has already shown a great interest in wanting to read. I have been teaching him how to read. I realize that all parents must do their part with teaching their children, but the teacher must do her part also. If my son is ready to learn how to read, I'm sure other children are just as ready, and their needs are not being fulfilled in the school. These children are obviously not taught in keeping with their academic needs.

I am also very disappointed with his art work. The papers that he brings home are very disorganized. His coloring is sloppy, and it shows little guidance. All his art work appears this way. I realize that twenty-two children are hard to manage, and it is difficult with giving each child the individual attention the child needs, but why must the children suffer because of this?

A.2. Briefly describe the weaknesses of your child's kindergarten program.

Class One

Not enough time for socialization and interaction among the class.

There really isn't enough time for the children to learn that much with such a short session. They need more time for writing their letters and projects.

The one weakness is the time element of having everything in the morning and the teacher not having enough time to dwell on things a student might need extra help with.

1.) Doesn't address individual child. 2.) Child's needs and potential not reached - all group instruction only. 3.) Too much lost time between changing of subjects. 4.) Too many students per teacher. 5.) No socialization time.

The only weakness it may have is the time element; not enough time to fit everything the teacher has planned into the half-day session.

I see none.

As compared to the full day program I feel my child's program is weak in the time they are given to learn - in some cases the work brought home isn't even checked by the teacher due to lack of time.

People are making too big a fuss comparing the half-day and full-day kindergarten program. I hope this pressure does not alter the program.

Orientation prior to kindergarten was poorly done! People walked away with questions unanswered.

Not enough time for creative activity and social interaction and for reinforcement in the basic learning areas.

The kindergarten program is not balancing in term also delaying student's ability to work and play.

Weaknesses of the program parallel the lack of funds. These weaknesses are:

1. A "make-shift" kindergarten classroom in order to provide space for a full and a half day session in a school only equipped to accommodate one kindergarten classroom.

2. A lack of special speech teachers. This is an age where the sounds of the alphabet are extremely important with pre-reading skills.

- A.2. Briefly describe the weaknesses of your child's kindergarten program.

Class One Cont.

Not enough time to reinforce the learning that has taken place.

The major weakness is the class size. I would rather see smaller classes that would allow a closer teacher to student relationship.

The core of the morning seems to be spent filling out work book pages and completing dittoes. The projects coming home appear to be exactly the same for each child in the neighborhood - no signs of individuality or creativity are ever expressed. It seems like a boring, very slow moving program with no attention paid to the individual differences amongst the class.

Individual creativity and imagination not enforced - expectations are predetermined in art work that has been brought home.

Time is the biggest problem of the program. The teacher frequently does not have time to correct the students' errors and they don't realize it's wrong. They are so busy with specials and projects that they must rush through their work. My child is frequently frustrated by this which is undermining his confidence.

A.2. Briefly describe the weaknesses of your child's kindergarten program.

Class Two

It moves much too slowly. After six months she brings home papers relating to the three bears story. The directions are "circle the biggest" etc. and she able to do that two years ago! They spent weeks in the Fall of '82 just recognizing colors.

2-½ hours isn't very long. I feel the children need more time to learn all the things there are to be learned in kindergarten.

Not enough time in class.

The only weakness I see is lack of time. Children today in kindergarten are ready to learn, but the teachers just don't have enough time to give to the children.

I am not aware of any real weakness in the program.

It's not long enough. She continues her school work after she's home. She can't wait for first grade so that she can go to school for a full day.

I think my kid weakness is to playful.

The child was very unhappy because she wasn't chosen for all-day kindergarten.

Too many children in the class (25!). Teacher could be less professional and more compassionate and motherly to young children. Sometimes she is too demanding of them which breeds frustration in small children.

His weakness are his attention span. Seems to be very interested in school but not enough to hold his attention.

A.2. Briefly describe the weaknesses of your child's kindergarten program.

Class Three

I don't think there are any weaknesses.

I feel that children who went to nursery school are bored with some of the teaching because they have already learned these things. And for this reason they don't take a real interest in school work.

A.2. Briefly describe the weaknesses of your child's kindergarten program.

Class Four

Overcrowded with problem children.

P.M. session (children seem more alert A.M. and able to start in on the learning experience waiting around all morning presents a change of attitude and ability to start working).

With previous nursery school training - most seems to be a repeat in kindergarten.

So far I can't find any weaknesses.

The only complaint I have is there is not a playground supervisor for the kindergarten children before they start school at 1:00 P.M. I've seen some pretty dangerous things happen while unattended.

They are sending home the same papers all the time.

In my opinion, half-day is not enough. When I registered my son, the school suggested pre-school. I took him and was very surprised to see they scheduled him for half-day. I think he would improve his abilities if more time was spent in school.

Knowledge of her spelling and ABC's.

A.2. Briefly describe the weaknesses of your child's kindergarten program.

Class Five

To much responsibility was placed on such a small child. They do learn to cope but when the pros and cons are weighed, I can't help but wonder if it's worth while.

There are none that I am aware of.

Nothing as far as we can see.

I am very pleased with the program, I can think of no weakness.

My only complaint with the full-day program is the nap time. My child had stopped taking naps long before he entered school and nap time annoys him because he tries to be still but most days its very difficult. Furthermore it greatly effects his sleep at night and sometimes it's as late as 10:00 P.M. before he can fall asleep.

None

The teacher expects the child to write well but there has been no practice making letters.

Program departed from verbal assurances provided by several administrators that experimental and control classes would differ only in contact time; that rooms would be comparably equipped; that both sections would be observed by administrators; that parents would be asked for feedback on an on-going basis (one survey doesn't do it!). That parents wishes as to participation in half or full-day would be honored; that detailed information regarding the program would be made available to parents before the principal made student assignments. Parents were denied the right to make an informed choice!!!

A.2. Briefly describe the weaknesses of your child's kindergarten program.

Class Six

None

There is not enough individualized attention able to be given to re-enforce reading and math skills. My child must be pushed to achieve and maintain interest.

I don't think there is any weakness.

There is none.

None.

None.

The system used for choosing those children that were enrolled in the full-time Kindergarten - every school seems to be different.

Boredom.

Should have more field trips of visits from different people to talk to children.

A. 2. Briefly describe the weaknesses of your child's kindergarten program.

Class Seven

I feel this program could move at a faster pace in reading readiness skills.

Compared with the other kindergartens that I have visited, I can't really mention any weaknesses.

None that I know of right now.

None. My child's teacher spent many hours planning the class time. She is flexible and the child's needs are always taken into consideration.

Perhaps just a little too long of a day.

I find none except I feel that the day should possibly be shortened to 2:30 P.M. instead of 3:30 P.M.

I have found no weaknesses.

None.

I don't really feel the program has any weaknesses. The only problem I encountered was that she was exhausted by the end of the day. This only lasted for a few months.

I don't really know the program that well - my son is learning but I have nothing to compare him with.

None.

Sharing, playing together. Story telling, etc. Broad experience rather than knowledge.

For a five or six year old, the day is sometimes too long. Sometimes he seems to be extremely tired and cranky when he comes home.

Progress is too slow. As of February 14, children learn up to letter M. It seems by June, children only learn their alphabet in a whole school year.

I have not found any weakness in the full-day program.

A.2. Briefly describe the weaknesses of your child's kindergarten program.

Class Eight

None

We are very satisfied with the program and our son really enjoys school.

I see no weaknesses at this point.

Feel there are no weaknesses.

The children are not all ready to learn. Some children are very disruptive. Either smaller classes, more help for teacher or more selective screening of the children to see if they are truly ready for all day.

A lot of time is spent learning everything but the basics, reading, writing, arithmetic, etc.

In our opinion, the kindergarten program doesn't have any weaknesses.

We would like to see his ability to work and play with other children improved.

There is no rest period before lunch.

For the length of time my child spends in school for the day very little seems to be accomplished. My child comes home and complains because very little actual "school work" was done. My child has been begging to learn reading, math, etc., anything to stimulate but very little has been done to challenge. My child feels very frustrated in the class.

A.3. Briefly describe how your child's kindergarten experiences could be improved.

Class One

I am very pleased with my child's kindergarten experience. He is very happy and willing to go to school.

If there was a class all day for all the children it would give more time for learning.

I don't know how they can be improved. She's happy and comes home excited about what she has learned.

He's having a great time and loves to learn - this needs no improvement.

1.) Address individual needs - small group instruction - teaching to the middle is very poor philosophy. 2.) Speed up rate of introduction of academic material. 3.) Increase socialization and organized outside play time. 4.) Increase the length of the school day.

So far, I am very pleased with my child's experience in kindergarten.

I think the teacher's methods are excellent and my daughter is extremely happy in the school environment. In the beginning of the school year, however, I felt the discord between some parents over the full/half business was detrimental to the teachers and affected the children a bit.

More time for learning with balanced amounts of play. I feel almost all children of kindergarten age are ready for a full-day program. Especially since a great deal of these children have already attended nursery school.

Lengthen the time to full-day. Provide individual attention to students in areas where they need extra help.

The school and teachers should have a system to group the students. Give more work and reading for the talent student and helping the slow learner as well.

Improvement relies specifically with correcting the weaknesses stated above and adding any other measures that would promote more individualized learning. Also, one could mention here reducing the distance requirements for busing the younger child.

A.3. Briefly describe how your child's kindergarten experiences could be improved.

Class One cont.

To have more time to do more reading and math readiness, to write more, to cut more, and more time to interact with the other children.

1.) Smaller class size. 2.) Original kindergarten room and its equipment used for half-day class. 3.) Closer supervision of students before they enter school building in morning.

1.) Identify and work with the different academic levels within the class. 2.) Hands on, manipulative concrete experiences. 3.) Vary the experiences and methods of presentation of concepts. 4.) Allow those children who are able to move on at a faster pace to do so.

By being challenged more. Everything brought home to date has been a repeat of nursery school and what has been already taught at home.

1.) The room itself is too cramped - give them a larger area. 2.) An aide could be used to correct the lessons, giving them immediate feedback on mistakes. 3.) The class size is too large - such young children need more attention. 4.) Teacher is divided between two schools - too much rushing for her and difficult to learn each child's needs. 5.) TIME - perhaps "specials" could be on alternate weeks instead of weekly.

A.3. Briefly describe how your child's kindergarten experiences could be improved.

Class Two

For children who are ready, phonics should begin immediately in September, also number work to include writing numbers and adding them together.

Longer class hours which would allow more time for reviewing what they have already learned before jumping into something new.

More time in class.

Add more time to the kindergarten program.

By allowing the children more individualized attention and guidance where it is needed, when necessary.

By going all day and having more time to work.

More creative, imaginative type of work.

I think it could be improved if the kids were there all day, because they can only learn so much in three hours.

By decreasing class size so all children could benefit from individual attention.

Could improve by being at school all day instead of 2 hrs. might make a lot of difference in what he seems to consume as to learning.

- A.3. Briefly describe how your child's kindergarten experiences could be improved.
-

Class Three

Just by learning how to play with other children. He is an aggressive child, and he needs to learn self control.

By teaching or showing him things he hasn't done yet.

- A.3. Briefly describe how your child's kindergarten experiences could be improved.

Class Four

A teacher's aide to control students with behavioral problems as they take away precious time needed. Switch from P.M. to A.M.

I think parents and teachers should work together.

I realize that some children could not tolerate a full day kindergarten for various reasons, but my children's biggest problem with school was the graduation to a full day in first grade. I feel that if they started out with a full day they would have no comparison to make. School would be full day and that's that!!

Send report on how the child is doing in kindergarten. No report has been sent home as of yet.

I would like to receive a progress report on a certain time basis to see what he needs help in.

Dedicate more time to her weaknesses in understanding her consonants.

A.3. Briefly describe how your child's kindergarten experiences could be improved.

Class Five

If she had been allowed a 1/2 year of 1/2 day and then weeded the children in as they are ready.

The only thing I can think of is, perhaps more class trips, and more emphasis on personal safety.

Her experiences seem to be most positive. She loves school and enjoys going the full day.

Im sure you'll consider this very out of touch with the times since learn, learn, learn seems to be what everyone expects of kindergartners. But what about self expression in art work. My child very rarely brings home a picture he drew of what he felt like drawing. It seems everything must have a learning experience behind it, i.e. color the boxes, cut them out, paste them where they belong. Very rarely do they just color a picture for the sake of coloring a picture.

None.

I feel with my preparation at home my child was ready for kindergarten. I think the program does well - my child has learned a great deal in the past few months. It is a long day, but my child is happy so I feel the program is fine.

A.3. Briefly describe how your child's kindergarten experiences could be improved.

Class Six

None

More field trips or classroom visitors to bring in outside experiences and ideas. For instance hospital-doctor-nurse explanations of these places and people. What they do, why and how and the importance.

I don't think it can be improved, I really enjoy the full day.

The full day program is excellent. I wouldn't change a thing.

Everything is great at this time.

None.

A little more time to teach reading - he is very anxious to learn to read. We work on it at home but he would like more. The new Library experience may help.

A little more flexible. I feel the teacher is doing a fine job with my son, but he still needs time to adjust.

Less children in classroom so more programs can be introduced and to enable children capable to work at faster rate and keep busy.

A.3. Briefly describe how your child's kindergarten experiences could be improved.

Class Seven

I feel this program could move at a faster pace in reading readiness skills.

With reading.

My daughter enjoys being in school. She has adjusted well. I am very pleased with the way the classroom is run. I don't feel there is any way this program in our school could be improved.

Like it the way it is. Perhaps longer rest period??

I'm satisfied with my child's adjustment and progress. His teacher in my opinion is excellent.

Perhaps one or two "home assignments" might be beneficial.

At this time, I think my son's improvement is very good.

I realize this does not pertain to all children but because my daughter (and I'm sure many others) did attend preschool, she already knew the alphabet, her colors, and how to count. I feel that the children that did attend preschool should be placed in a class in which they would not have to repeat what they already learned for two years previous to entering kindergarten.

I think you should have eased into full day kindergarten first. That's an awful long day for a 5 year old. Maybe the first couple of months they should go to 1:00 or 2:00.

As far as their studies, they should send a book home with child to let the parents and child both understand and study together.

I would like to see a somewhat longer lunch period. I feel it is a little rushed.

More field trips, to broaden horizon. More parent/teacher conferences.

In my opinion, and the staff at does an extremely good job. There is nothing I can think of that would improve my child's experience.

By introducing some spelling while they learn their alphabet, spellings related to the letter they are learning; by introducing simple addition and subtraction while they learn their numbers so that the more advanced children would not be bored, or held back in their learning progress.

- A.3. Briefly describe how your child's kindergarten experiences could be improved.
-

Class Eight

is doing an excellent job - including lots of individual attention. She has my child for reading.

I feel that my child's kindergarten experiences have been great. She has an exciting story to tell everyday and cannot wait until the next day. I am very pleased with both her teacher and the program.

Possibly smaller groups, allowing teacher, student contact on a one to one basis.

The children are not all ready to learn. Some children are very disruptive. Either smaller classes, more help for teacher or more selective screening of the children to see if they are truly ready for all day.

A little more discipline, although the class is large there should be a teacher and a teacher's aide full time.

We are more than satisfied the way the program is now.

More up to date teaching methods are necessary. More challenging work to hold their attention for the day.

C.1 Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

Class One

I am extremely pleased with my child's progress in kindergarten. I am not a proponent of an all day kindergarten program, but feel unopposed to possibly extending the class time another hour or hour and a half.

I think that my child is very satisfied with her class. She also knows about the other class of children that has more time. I feel that if each and every child was given the chance to have a whole day class it would have been more fair.

I'm so tired of hearing about half-day versus full day I'm just sick. The program is just outstanding. Each child is an individual and learns at his or her own pace. Some tire easily, others don't. My personal situation is half day. My daughter couldn't last a whole day, she would be so tired I don't think she would comprehend what is being taught in the afternoon. Why don't you have 2 half day sessions in the morning at school.

The kindergarten program at school has always been a good one. This year with a young, energetic teacher for half-day my son will have wonderful memories he'll never forget. The division of the children into full and half-day was a mistake that could have been avoided if parents were asked and listened to before anything was decided. I feel the committee has underestimated the intelligence, common sense, and experience of the parents. As a parent with an older child at School, I feel the problem is not the kindergarten program but the continuity of a good program through the years. The children learn so much early - which most are ready for - but then slow down and review for so long that they don't move ahead. Teach them more in 2nd grade and up and let them be children while they can.

We have been very disappointed with our child's kindergarten program. We deeply regret our child is not a part of the all day program which addresses the needs of the whole child. The all day program is kept on a pace so each child can reach their individual potential. Ample time is given for socialization and the fun activities of organized games, outside play, music and arts and crafts as well as academics. The half day program is hurried. It does not stress individual or small group instruction. The teacher teaches to the "middle of the class". The curriculum is watered down. My child has learned very little.

We do not feel it is right to offer two such very different programs in the same school. Because of the large differences in the curriculum of the two kindergarten programs, we have provided our child 5 to 10 hours a week of supplemental academic instruction at home. This has been a tremendous drain on the family.

C. 1. Class One - Cont.

Having had a full year of nursery school before kindergarten, I now feel my child would have benefitted from an all day program. My child, however, is very happy in the half-day program, she is well adjusted and the teacher is excellent. When I see how much she has learned and is learning every day I know there is room for her to expand educationally through a full-time kindergarten.

(1) I realize, due to economic demands, many parents find it necessary for both to work. Perhaps undue pressure is being put on the board for full day kindergarten as an alternative to day-care. I also realize that learning today is geared for faster and larger quantities of materials to be learned - therefore meaning a need for as much class time as possible - thus full day kindergarten. In spite of those facts, I feel strongly that no child should have to attend full day kindergarten. If there is to be full day, let there also be an optional half day for those seemingly few of us who for 1 reason or another prefer the half day for our children. (2) As stated at the meeting between school administrators and kindergarten parents at _____ school - next year there will not be a full and half day session in one school - stick to it! It'll save everyone a lot of problems.

I feel unequal education is being given to the children in this program - half day/full day. I just hope that when these 2 groups are mixed together in first grade the half day children can catch up. Can't you see the unequal education? We are upset.

I am happy that my son has happily adjusted to kindergarten. He likes school, likes his teacher and likes his classmates. He enjoys going to school. This is more important to me than any structured basic skills (objectives, goals, academics) publicized for the public. Kindergarten is a social learning experience as well as an adjustment to the school structure. I feel that the kindergarten teachers experience, manner, expertise, personality and natural love of children can make the child's crucial year a pleasurable one.

We don't like the pilot program trying out in the same school. It is not fair for the students and causes a lot of aggravation for parents too. So, in the coming fall, we don't like to see that again.

Thank you for helping to keep the parent-school relationship open and in balance by offering this survey as a part of the kindergarten pilot program evaluation.

In my opinion, the traditional half-day kindergarten session can more than adequately meet the needs of the five year old student. Personally, I feel that the kindergarten year should be one for developing relationships with peers, a positive attitude towards teachers and schools, an individual sense of independence and a beginning of a recognition of one's capabilities. Secondary with these developments, the child begins to formally "learn". As my survey sheet reveals, I feel that all these needs have been met in the half-day session that my child attends.

C.1. Class One - Cont.

We are dissatisfied with the pilot study. The all-day kindergarten has already proven to us to be superior. The basic skills, being introduced in full and half day may be the same, but instruction time is far more elaborate in full-day kindergarten. Today, children can handle this extended instruction - they appear more mature, ready, willing and able.

As far as improving the kindergarten program, we feel the best thing to do is to instate the full-day program as soon as possible. Why waste another year with a study to only prove in the end that full day is superior for children of today.

It has been said that our children in the half day program are receiving the same education that all the children in Hamilton have received in previous years. This is quite true, but the children in the full day program are not receiving the same education. They have much more time to learn, study and review the basics. Academically, the two classes are worlds apart. (e.g. Full-day is learning simple words - half day is still learning the sounds of the alphabet. Full day is doing simple addition - half day is learning to write their numbers - currently up to # 7.) This in itself would not be a problem if the classes were not in the same school. However, the two groups of children will be pitted against each other next September and the half-day children will not have been exposed to the same material. It would be impossible for the half-day children to have learned as much as the children in the full-day program due to the time factor.

Given the number of studies that have been done on full-day versus half-day kindergarten programs, I find it difficult to understand why Hamilton instituted a pilot program. Why was it necessary to test the time factor again when the committee already reviewed the previous studies, all of which showed positive results for the full-day program? And if it was necessary, why divide each School? I firmly believe that there are going to be problems at School in September. Either the full day children are going to be very bored while the other children catch up, or the half-day children are going to be very frustrated when they cannot keep up, undermining any confidence they may have gained this year. I sincerely hope that the first grade teachers are prepared for this. With the grouping system for reading, I can foresee many children wondering why they aren't doing as well as others, when they weren't exposed to the material.

My husband and I are very unhappy with this program. We are doing everything possible to ensure that our child is receiving a good education by working extensively at home, as are many other parents of half-day children. If your studies at the end of the year do not show a significant difference in the test scores of full-day vs. half-day, it will be due to many factors and not just to your time variable, not the least of which is the additional education taking place in the home. I would like to say that I enjoy teaching my child, but I resent feeling that I am forced to do it.

Finally, I would like to say that I am in favor of the full day program and feel most children are ready for this challenge but I believe it is a great mistake to run a full-day and half-day kindergarten in the same school.

C.1. Class One - Cont.

My personal comments about the kindergarten pilot program fall into basically three problem areas of concern.

1. The "innovation problem".

Realistically looking at today's education system everyone must admit that funding is the overriding factor. Adding more "special" teachers to the program, updating the equipment and the reduction of the mileage requirements for busing the younger child, all seem like easier and more basic steps to improve the program. As a mother of four and a teacher myself, I worry that the educational system, as a reflexion of our society, likes to appear "new" and "innovative". Sadly, innovations using up our dollars, may rob a child of basics, such as: speech therapy, a safe arrival and departure from school and more hours under the benefit of a school nurse.

2. The "first school experience problem".

With the idea of a full-session kindergarten, educators and parents will mention that with the increased enrollments in the pre-schools, kindergarten is no longer a first encounter with school. To this group, a full session kindergarten becomes the traditional first grade. If pre-school is ever a consideration in the formation of the kindergarten program, every child would legally be entitled to a pre-school experience at the expense of the state in order to secure their "thorough and efficient" education.

3. The "evaluation problem".

I believe that controlling outside variables is the single most difficult and important task in the total evaluation of the entire pilot study. Within this problem is the one of unbiased attitudes on all levels. I worry in particular about the children of parents who believe that their child is being "left behind" in the half-day session. Hopefully, undue stress will not be felt by these children and their attitudes about their own potential will remain positive. Finally, as it is obvious by my comments, I am not in favor of a full-session kindergarten in particular. However, I am in favor of constantly improving the education in kindergarten and on all grade levels. I merely question why to begin here with this pilot in the quest.

My basic concern is how my child will be academically equipped to succeed in first grade; especially with the full-time kindergarteners who had double the instruction time.

After your presentation at _____ it seems pointless to offer suggestions. Your curriculum is set, your experiment is working. All is well with you. I firmly believe that the well being (academic) of my child is secondary to your program.

C.1. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

Class Two

In the spring of '82 when the children were registered for school they were all tested to ascertain any gross problems relating to learning ability. This is excellent for identifying children who need remedial help immediately before the start of kindergarten. However, it would also be possible to use the same test to identify those children who already can count to 20 and add numbers together and also those whose verbal abilities are excellent and those whose reading readiness stage is advanced. If you want to put the slower children in the all day program to give them the extra time and attention and increase their skills then at least you could lump all the exceptional children together and offer them advanced kindergarten on a half-day basis. My child's teacher is excellent! Also the program aide! However, there are several children who hold the class back who should probably be in the all day session for extra help so that the rest of the kids can at least learn printing.

I am very impressed with some of the holiday events provided for the children. The Halloween parade and the Christmas parties really excited both my kindergarten child and my first grader. The children have more of a chance to be creative and learn at their own pace. My child is aware of the weather now, since this is one of the things the children report on each day. She comes home with some information that astounds me coming from a kindergarten child. My only feeling is that two and a half hours isn't enough time. By the time the children get their stuff put away and settle down, 15 min. more have already passed. The same holds true at the end of the day. Also at snack time. None of these things can be avoided, but it does eat up quite a bit of learning time. On the whole, however, my child has been having a good experience in her first year of school and looks forward to going to school every day. I'm amazed at how much she has learned, things have certainly progressed since I was in kindergarten!

The full day program is good for parents who aren't home - at least the child is learning and in a structured environment rather than at a sitters all day.

Program seems to be doing fairly well so far. Need maybe another small classroom. Classes are a little large in number.

My child has had a year of pre-school before she started kindergarten. She was fully ready for kindergarten. Unfortunately her progress is about the same because the Kindergarten program doesn't give the teachers more time to advance the children. She spent more time in nurse school a day than kindergarten.

No additional comments.

Class Two Cont.

My daughter has a sister who is her twin and she is attending full day kindergarten. I've watched them both develop. The one on half day is bored most of the day she is home. She tells me she wants to go back to school. She thoroughly enjoys school and is doing well in her work. The full day program gives the children time to pace themselves in their learning and not have it cramed in. It also prepares them more for first grade. Both of my children are ready for the next grade and help their brother with his work who is now in first grade.

I do not feel that a child (most children) of 4½ or 5 yrs. of age is really ready for school to the point where they should be subjected to a full day. Many have not developed physically or socially enough to handle it.

I have found that the ½ day session has worked very well for my child, who was neary 5½ when school started - and given the choice I would do the same again.

Schooling is too important for our children to get over burdened and discouraged before they even get into 1st grade.

I'm very happy with my child's program. She knew a lot before she went to school so that it seems she hasn't learned an awful lot since being there but I'm sure it's been very beneficial to other children. She's happy and is learning more than I thought she would considering the pre-school learning at home.

The skills are very interesting and are a good base for kindergarten objectives.

The only negative thing I have to say is that there wasn't a better way to test the all day Kindergarten. I feel my child was ready and she really couldn't understand why another child was chosen and not she. I also am aware that some children aren't ready for it so it's a dilemma. I hope it has worked out for the better. I support the program, teacher and school.

C .1. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

Class Three

I feel there should be two levels of kindergarten. One for children who have attended a teaching nursery school or who are advanced in skills. The other one for children who are not advanced or have not gone to school before. With the program the way it is now, a child who knows the work becomes bored and he is being hindered from further learning because of the program.

I find the teacher to be an excellent one. My child has had 2½ yrs. prior nursery school but in the past few months the teacher has turned my child into a much more well rounded little boy.

I get the impression that full-day kindergarten is being pushed. Although it has its benefits, especially to the economy, I don't think that it should be pushed at the expense of the child. Possibly you can have one of each, half-day and full-day, in each school and allow a flow back and forth. For example, a child is in half-day but a month or two later seems ready for full-day. Allow him to go to full day. A child starts full day but can't quite adjust, allow him to go to half-day. Right now, it seems as if once a child starts either half-day or full-day, he is there for the rest of the year.

C.1. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary)

Class Four

The lottery system used to place the students was ridiculous. I feel the children should have been placed in full day kindergarten if they met a few requirements.

- A. Attended previously an accredited or well organized nursery school.
- B. Their pre-kindergarten tests scored high or at least average.
- C. The parents consent or recommendation pertaining to ability and emotional maturity.

Snack time, Art, Music and Guidance programs are nice to have, but really not necessary for half day kindergarten. It just robs the teacher and students of precious time needed for more basic educational needs. I have not witnessed one student that benefitted from these programs in kindergarten. Snack time should be limited only to milk. The children are eating junk food or their lunches at 3pm instead of healthful snack foods. How about a snack program for kindergarten at school at a cost of course.

P.M. kindergarten should be completely dismissed. The children in many cases have been up since the early A.M. and are anxiously awaiting school. They've been watching T.V., eating snacks (or junk) or running around and getting worked up. By the time 1:00 arrives they're either hyper or ready for a nap.

Just like children with learning problems are pulled from the classroom for special instruction, how about pulling out the children with above average abilities to keep them progressing, instead of slowing them down to wait for the rest to try and reach their abilities.

I think all working parents should have full day kindergarten.

I hope you understand what I meant on page 1 #3. My third child could have managed a full day even though he had no previous school experience. I also feel that half-day is hardly enough time to learn. The teacher can no sooner start a lesson when it's time to clean up and get ready to go home. (An opinion, only of course.)

- C.1. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

Class Five

I find it unreasonable for you to expect me to answer that last question with a simple check. There are so many things which would determine whether I would choose half day or full day. Teacher, room size, willingness of the school administration to let parents be more involved in the full day program.

My biggest complaint with full day is the amount of responsibility placed on a 5 year old child. If he gets sick during the day will he tell the teacher or suffer the long hours until it's time to go home. Lunch, at 5 are they responsible enough to eat all the lunch. Bathroom is another problem when the child is away all day. I think things such as attention span, being tired, bored can be worked out well but at 5 I have to wonder if a child is ready to be independent from the home all day. Taking into consideration your comments that the full day would be no further ahead at the end of the year than the half day. What's to gain by pushing them to grow up??

The majority of children today have been exposed to educational TV and/or pre-school nursery programs so they are "ready" for kindergarten. Much of the work in kindergarten is too elementary (learning to tie shoes, learning name, etc.). The children must get a good highly structured kindergarten program or else first grade will be difficult. This is why I think the full time kindergarten is beneficial. It prepares them for what school is really like. They are assimilated into the education system from the beginning. In our personal instance our child attended a full time nursery daily for 2 years so much of the academics was repetition and "easy", but my child is so happy to be in a "real school" and is highly motivated because of the environment. Our child is asking for "homework" because children know that homework is a part of school so we make up the simplest of assignment like writing the alphabet, coloring, etc. I'm recommending the full time program continue. It's so important to the educational rearing and giving the kids an early start. I've seen too many kids flounder for a full day first grade.

My son had gone to nursery school where the separation from Mother adjustment had been accomplished. He was ready for a full day program. He has continued in kindergarten to grow in his independence and in assuming more responsibility for himself. He does his chores at home without the normal "Oh Ma, not now, later", etc. I am very pleased in his progress and development through the kindergarten full day program.

If some children are more advanced than kindergarten level, they should be given material for a higher level. Why hold them back if they have the potential to learn at higher levels.

Class Five Cont.

My child had gone to nursery school therefore, I felt she was ready for a full day program. Further, considering the work that is done at this level (more relaxed and less pressure) I feel the full day program is more easily adjusted to than at the first grade level. My daughter, at this age thinks in terms of school differences and not grade differences. Having gone to nursery school and now going to her older sister's school, she would have felt as if she were missing something if her sister went all day and she didn't.

This program of all day kindergarten should continue.

The full day program is an excellent idea. The teacher has more time to pursue interesting ideas and the students that come up for example in show and tell time. I would prefer to see a modified all day program, 9am to 2:30 pm perhaps because it is a long day and the children do get tired.

I feel the children should practice writing the alphabet more. I'd like more feedback from the teacher to know what she expects of the child, what she hopes to accomplish, how to help the child at home. The children are young and although they need to accept responsibility it is often difficult for them. I don't feel a teacher should expect too much of them- regarding homework. No note sent home to inform parents and then child forgets.

The program should not have included both experimental and control classes in the same building. Your own research or other towns' experiences showed this.

Failure to honor requests of parent to have their children participate or not participate in the program created unnecessary hostility and destroyed administrators' credibility.

Standardization (comparability) of classrooms essential.

Newspaper articles on the program in another school seriously misrepresented facts by implying almost universal satisfaction with the program and its implementation by parents at _____ School.

Emphasis throughout the year by all administrators involved has been on the program to the exclusion of individual students. Have the administrators forgotten they are responsible and accountable not only for buildings and programs, but also for the education and growth of individual students, our sons and daughters? Administrators' handling of the implementation of the program borders on ineptness.

C.1. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

Class Six

In the beginning he was very tired because of the long day of "all day" session, but that has stopped. I'm sorry that it took so long for all day kindergarten to get started.

More contact with teacher on progress of child, problems she may be having with child. Immediately, aside from parent conferences because by the time they roll around much has been forgotten. Time is very limited and unless a running list is kept, much is omitted.

I think the full day program is really needed I don't think the child can learn to much in a half of a day. And it gets them ready for the rest of the school years.

She enjoys going to school. She was quite tired at first but a good nights sleep solved that problem. She has learned a great deal and can't wait for first grade. She is also very confident in herself and her work and can't wait to show me what she's done at the end of the day. This alone is a big improvement in her as she's always been on the shy side. I've had nothing but good reports from her teachers.

This is my child's 2nd year in kindergarten. Last year he was on a half-day program. He really didn't enjoy that year because he didn't spend enough time in school to get all the knowledge that he needed. Now that he is in all day, he looks forward to going to school and he has really improved in every way possible.

Kindergarten has been a good experience. With a multitude of family upheavals in the past few years the full time kindergarten gives my child a sense of routine and also provides constancy of persons in his life. I work full time in an administrative position - my time therefore is very busy. I feel secure in knowing that he receives the encouragement, stimulation and care that I provided when I was home from his kindergarten experience.

My child has been attending Head Start for 3 years, before entering kindergarten this year. He is having trouble adjusting to public school as far as flexibility. The children of Head Start are gathered in a circle group for no more than 15 minutes. Children then are allowed to go into activity areas provided by teachers. Some of these children do have very short attention spans. My child is one of these children. To enter kindergarten in a stricter atmosphere has been a little hard for him, but as he continues, I'm sure a little time he can adjust much more and better. Children are always in activity areas and may now be bored because of their flexibility in Head Start. I hope you understand what I'm trying to say.

Class Six Cont.

I was much against full day kindergarden when it was first introduced, thinking of it only to provide "baby sitting" services. I was not about to send my daughter to school to sleep and play- she could do that at home. After attending various inservice programs informing me the children would be learning, having more time available for learning, experiences I decided to try it if my child were chosen only on a temporary basis. My daughter had never been away from home. She would only play across the street at her girlfriends house for 10 min. and cry to come home. I was concerned that full day kindergarden would be too much for her to adjust to, also she has never taken a nap and I thought "rest period" would be traumatic. I sent my daughter to "Safety Town" in preparation for kindergarden of which she cried the whole first week. Much to my disbelief my daughter accepted and adjusted to kindergarden instantly without tears. She enjoyed learning and was excited about each new day. Her new authority figures became important people in her life. She experienced much more (discipline, sharing, waiting her turn, co-op play) than I could have done at home. I'm sure her teacher played an important part in my child's adjustment and acceptance.

I feel that the full-time program is great. Most children, who attend nursery school are ready for a full-time program. I hope this full-time kindergarden is begun in all Hamilton Schools so my younger daughter will be able to attend. I feel that a half-day program does not leave enough time for learning since there always seems to be other things to do.

My son has done very well in full-day kindergarden. This is a repeat year for him but I appreciate the fact his work is better his attitude is better and I can see that he is trying more. I pray that he will catch up with his grade level in later years.

C.1. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

Class Seven

I do not feel it was in the best interest of the children that they be tested with the C.A.T. in September. I do not feel this was fair for a 5yr. old who has not yet adjusted to a new environment. Nor do I feel this was fair for a teacher who at that early date could not have known the students not to mention teaching them to take a test.

I feel this is an excellent program. There are a lot of activities outside of the classroom which are good programs, but they take away from the necessary learning time. A full day program allows the children to get the benefits from both. My daughter enjoys going to school. She has matured and become more self confident. The time and effort the teacher has put into this program is very obvious. I feel very fortunate that my children have been able to be taught by this teacher.

The only improvement I can think of would be a more gradual indoctrination to school life in Sept./Oct. My daughter's only problem was sheer exhaustion as she physically and mentally got used to her 9-3:30 schedule. She now expresses tiredness only once in awhile.

I feel 9 - 3:30 is too long of a day. I feel 9 - 2:30 or 9 - 2 would be less tiring for the children, but I do not feel half day kindergarten is enough time for the children.

If you could persuade the teacher to remain with the program well into her eighties, I feel that you couldn't help but succeed!

I feel a kindergarten program should stress the social development as much as the academic progress of our children. If a child is secure with himself and his surroundings, he will be able to build upon this solid foundation in the future years. Knowing the "basics" of reading, writing, and math should be stressed. As the child develops interests and grows, he should have an "all-around" basic solid background to fall back on. If children are comfortable and happy in their schools, learning is much easier.

I realize this does not pertain to all children but because my daughter (and I'm sure many others) did attend pre-school. She already knew the alphabet, her colors, and how to count. I feel that the children that did attend pre-school should be placed in a class in which they would not have to repeat what they already learned for two years previous to entering kindergarten..

Class Seven Cont.

I am extremely pleased with the full day kindergarten. I was skeptical at first, that my son (who is one of the youngest in the class) would be able to handle such a long day since he had no nursery school experience. However, school has become a very positive force in his life, he never complains about going and his sphere of knowledge has expanded tremendously this past year. His most serious handicap when he started school was a lack of children to play with and learn with. School has greatly improved his ability to form relationships and friends.

I think it may be adjustment for children to attend the all day kindergarten. However, I have not seen any difficulty with any of the children who attended my child's class. As far as being tired, I think it is the parent's obligation to see that the child receives enough rest by going to bed at a reasonable time for their child's needs.

I also believe that 2½ hrs. is not enough time for a child that age to grasp the things presented to them. Especially since they are interested in so many activities. I think it is also beneficial to the slower child to attend all day so that they are not rushed. The children also have the same difficulty in making the transition to the first grade. Even if they do not learn more than they would in half day, I just think the pace is better.

I wish there was a program when parents can visit and stay to watch them spending the day at school. My child went to co-op nursery school and I appreciated teachers and children more. Now I have no idea what is going on in his classroom.

I am all for full day kindergarten. My child is tolerating very well. They don't take a nap, they get bored very easily, so why not let them spend more time with their same age group and be more mature rather than cling around Mom and playing baby and get bored.

I feel because of the full day program my child has flourished intellectually, emotionally and functions better socially. She demonstrates much better responsibility and is better able to care for herself. This experience has reinforced her in many ways. She has shown a much longer attention span and is now very interested in writing, reading and simple math problems and counting. She is confident about herself and has a positive outlook toward school. For her, I know that moving ahead to first grade will not be an adjustment or a trauma. (It was for my first child who attended the half day kindergarten program.)

The full day kindergarten program is and only can be as good as the staff and teachers. The program is, in my opinion, far better for a child, than the half day kindergarten (my son has attended both). It gives the child a better chance to learn, gain experience in dealing with other children, and develop a better relationship with his or her teacher. It allows the teacher more time for each learning experience and to come in contact with each child as an individual. As a parent, I would like to thank everyone involved in this program for making my child's first full year in school a rewarding learning and developing experience.

Class Seven Cont.

My child has gone to nursery school full time for 2 years before entering kindergarten. What she learns in school now is a revision for her. When I brought her to register, she was given a test. What she was tested on is similar to what she is learning in school now. I expect the test would classify kindergarteners into groups, the "regular" and the "advanced". The full time kindergarteners have more time in school, rather than doing coloring every day, some spelling and some mathematics addition should be introduced. I have to admit that kids are getting smarter and smarter. Some of the subjects students learn in college 10 years ago, now they learn it in high school, and similarly, we can start kindergarten at a faster rate. In fact children learn a great deal by watching TV, which was not so popular 15 or 20 years ago. I do think some children are ready for full day kindergarten and some are not. Parents should be given the choice to send their child to half day or full day program.

I feel keeping those children there in school until 3:30 is too long. From what I know, a lot of the children still are getting tired at the last hour or so. Then why keep them there? What ever lesson is supposed to be taught then is probably being lost because they have become pre-occupied. I know my son's teacher is aware of the fact that this happens and she might put "general or individual playtime" at the end of the day - which is fine. But how many other teacher's are being as considerate. Our teacher has the child's welfare in mind at all times which is necessary. I don't appreciate my child being a guinea pig and I know there are certain tests they have to take because this is a pilot program but I heard in the beginning of the year my son's class took some tests that were so hard a lot of the children started crying because of inadequacy and frustration. Just because they're in school all day, doesn't mean they can read by October! Couldn't you lessen up on these children a little and think of their welfare.

Basically in the long run, I think all the children should benefit when you think of how many times they get taken out of the classroom (for music, art, library etc.) they really do need a couple of extra hours to get some work done. My son has about 18 or 20 in his class, wouldn't it have made sense to give the teacher an aide? Someone who could be there to help out and doesn't it make sense to leave it in the same schools next year?

I feel the full-day kindergarten is a great program, since my child was held back in kindergarten last year, we have been able to compare the two kindergarten programs. Last year in half-day he did not have enough time to fully enjoy the experience, since he went to the programs during the short 2½ hours he was in school. He was not a confident child. His confidence in himself did not improve very much through the course of the year. This year being in the full-day program his confidence has improved. He has a good feeling about himself and academically he has improved tremendously. He is enjoying kindergarten to the fullest this year.

C.1. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary)

Class Eight

I feel 5 yr. olds are ready to go to school full day sessions especially with a lot of working parents today.

Our son has been motivated to learn math, writing and reading. His interests have been stimulated in many other areas. We feel the full day kindergarten program is more beneficial to our son compared to the half day session. We couldn't ask for a better program.

I pray this pilot program becomes permanent as I have another child who would benefit as I feel most children would. This age period is too important to allot only a half day of play and then try to squeeze some work in too. The full day program meets the play and work needs of these children much better and prepares them more fully for the routine of first grade.

More frequent feedback from teachers on childrens progress. We are not always clear exactly what our son is learning, and feel we could be of more help at home if there were more communication from school. We are very pleased with full day session and feel our son has benefited enormously compared to our other children, having attended half day sessions.

If the children are to be involved in an all day program, they need to be kept busy all day. They are still young and their attention wanders. In a class of 20-22 children there should be a teacher and an aide all day long. I feel for an all day program, one teacher can not keep them interested all day long. With 2 or more teachers or aides the children can be broken into groups and learning can be gained better.

Even though when we signed up for his kindergarten for a half day class, our child ended up in a full day class. Of course the principal asked us that we had a choice, we chose a full day class with hesitation since we worried about his ability whether he could work out his class. But now we are glad what we did. We'll be glad to see a full day kindergarten class for my second child.

I am not trying to belittle the program. I believe the idea of a full day program is good. Children seem to be so exposed to so much more on entering school today with Sesame Street and pre-school programs. I feel they have great potential however, if the teacher and school programs don't recognize that potential and teach these children and stimulate their potential the program is only a babysitting service. I realize all children have different potentials and some children have shorter attention spans etc., however the children shouldn't all have to slow down to the lowest level.

Class Eight Cont.

I only know that my child wants to learn and is very frustrated to be in school all day and not be challenged. I have seen the teachers on several occasions however, little has been done.

I feel it's necessary to update teaching methods and curriculum to fully utilize the new all day class. What a pity the children aren't learning to their ability. I hope other parents are as concerned about education.

Class 1

A.1. Briefly describe the strengths of your child's kindergarten program.

1. An enthusiastic teacher providing the appropriate instruction and reinforcement.
2. Enthusiastic classmates
3. A time structure that does not exhaust the children or diminish their zest for school.

* * *

He has a wonderful teacher who cares about making kindergarten a wonderful experience for everyone.

* * *

- a. Clean, attractive room
- b. Pleasant, friendly teacher

* * *

Frankly, I feel the major strength of her K-program is the teacher and her technique of keeping the children interested in achieving without pushing them. Another strength is the half-day session. It enabled my child to get a good feeling about school life without tiring or becoming bored.

* * *

I am pleased so far with what my child has learned in the half-day session. I have watched her grow and expand.

* * *

My child likes playing outside before school and of course adores his teacher. Half day can't compare to full day.

* * *

All positive strengths.

* * *

Class 1

A.2. Briefly describe the weaknesses of your child's kindergarten program.

1. He is in a "make-shift" kindergarten classroom. The full day has the benefit of a larger room and all the traditional K equipment.
2. My child's teacher is responsible for bulletin boards, learning centers, etc. in (2) separate K classrooms. This is a time consuming job!

* * *

Not enough time to learn as much as other students in his neighborhood.

* * *

- a. no recognition of individual needs or achievements, no individualized or small group instruction for those more capable students.
- b. dittoes; workbooks - continually boring excessive repetition
- c. no room for creative development

* * *

Class size - 23 or 24 children in one class are too many. I feel $\frac{1}{2}$ to 1 hr could be added to the class but not a full day session (unless there was a choice in each school for $\frac{1}{2}$ day and full day.)

* * *

The only weakness I can see is the lack of time with only $\frac{1}{2}$ day. Even my daughter tells me how much they have to "rush" to cover everything. To fit everything in...during time allowed.

* * *

Too hurried. Curriculum started out at a small pace and now is speeding much too fast no socialization time or supervised play.

* * *

If a child is ready for reading why not have a reading program available to them in kindergarten. (perhaps outside of class.)

* * *

Class 1

A. 3. Briefly describe how your child's kindergarten experiences could be improved.

1. More speech therapy testing and instruction.
2. If a teacher is responsible for maintaining (2) separate classrooms, she should have access to the help of the "teacher's aide" provided to the full day teacher.

* * *

He had a very good year.

* * *

- a. Hands on experiences to strengthen concepts-especially in math.
- b. Allow that each child not come home with exactly the same project each time.
- c. Games, motivational activities not simple dittoes that could be done by a 4 year old.

* * *

I think they could visit more places - ex. the museum and planetarium, zoo, etc. Spend more time reading, story telling and listening to stories.

* * *

I am happy with the program. I don't believe in "pushing" a child to learn. I feel they lose that motivation if pressured too much. I have seen many parents opt for full-day kindergarten thinking their child will be "smarter" in the end. In first grade I think it will all balance out. Kindergarten should be a "happy" experience.

* * *

By not having been involved in a pilot program!!

* * *

Best is being done with resources available.

* * *

Class 1

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

I would be greatly interested in obtaining some feedback in regard to the evaluation of the K program.

* * *

I feel that during the half-day my child has learned quite a bit. He is prepared for a first grade program. He was ready for full-day kindergarten and upset when his friends got it and he didn't. I feel it was wrong for you to divide the neighborhood and have one child (parent) feel as though they are missing out. I have no respect for the way you handled this entire situation-your dividing one school, your lottery and even your need for a pilot study to prove something that other districts already know as fact. I feel this whole pilot is a waste of time and I resent my child being used as a guinea pig. Instead of wasting your time on this so-called study you should be helping all the children learn by improving programs that are already available.

* * *

I feel that the emphasis of this kindergarten program has been on a set curriculum established before the age of nursery school. It ignores the child as an individual with individual levels of achievement-not all need the same review of skills.

It ignores the developmental levels of children as outlined in Piagets theorie and stresses meaningless workbook pages and dittoes.

This year has been my first experience with the Hamilton Township School system. I am not looking forward to the years ahead if this is any indication of the programs, care, concern it has for each child.

You set out to prove your full day program a success. By "stacking the deck" so strongly, you can't help but be reinforced. I think my child was purposely denied a well balanced enriched program with all the best available resources so that your study is successful. I hope you are happy. I am angry.

* * *

I feel current economic conditions, i.e. working mothers, is dictating a full day kindergarten program. This is unfortunate because I feel the children will be accelerated too much and be "tired of learning" (burned out) by middle school.

A day from 9:00 A.M. to 3:30 P.M. is tiring for 5 and 6 year olds. I realize some children can handle it and perhaps even thrive. There are many children tho', who can't. Unless there's a choice in each school I feel the younger children or those who still nap in the afternoon will suffer.

Maximum children in a kindergarten class should not exceed 20.

I and my family have found our child's first year of school to be one of shared enthusiasm, learning and enlightenment. She's made new friends, started reading, and has taken an interest in things mentioned in school, shared with us so we've all learned something. We all have found (teacher) to have an extraordinary

Class 1-C - continued

"way" with our child and others. (The school) is a friendly, open school. On the whole, we couldn't have "tailored" our child's education this year any better than what she had.

* * *

I am not sorry for choosing to put my child in the half day program. In September I felt that was what she was ready for. At this age "play" is all important to her and she enjoys her afternoons at home, though I do feel now she may be ready for something more; yet I didn't feel this way in September. I am satisfied with what she has learned in the half-day kindergarten.

* * *

I am very resentful my son was involved in this pilot program. Full day is superior to half day.

I don't appreciate you asking me these same questions that I responded to in January! You should have asked if my feelings changed--they did not.

If you are serious about a full day program, I feel you definitely need to 1) raise kindergarten entrance age, 2) phase in to full day in 1 or 2 months after school starts and/or 3) consider extended day - 3/4 day.

* * *

NO COMMENT

Class 2

A.1. Briefly describe the strengths of your child's kindergarten program

Learned a great deal. Has improved in numbers, writing.
 Learned to appreciate all types of books, and pictures.
 Plays with others and enjoys school.

* * *

The teacher has been very good with the kids. My child has learned not just #'s but letters, etc. but also how to play and cooperate with others and has learned he is responsible for certain things. The outstanding pupil for each day gets a shining star, which my child has received many times and it really builds up their self-pride.

* * *

I feel the program is well set up with a good atmosphere created for the children as well as a balanced schedule of educational and enjoyable activities.

* * *

For the time allowed, and of what I've seen it's good.

Class 2

A.2. Briefly describe the weaknesses of your child's kindergarten program.

Time, - possibly the fact that class size keeps some children from advancing to their real abilities.

* * *

The only weakness that is apparent to me is the fact that I feel a child should be given emphasis on a area where an obvious problem has hindered him or her.

* * *

Weakness is short period of time he has for class - 9-11:30 a.m. Need two in the classroom teachers at all times.

* * *

The only real problem I have come across is that if a child has to do other things out of the room (such as speech) it seems to be squeezed into the class and then the child is rushed through things. But being it is only a 1/2 day which I prefer I imagine it is hard for extras.

* * *

Class 2

- A.3 Briefly describe how your child's kindergarten experiences could be improved.

More time.

* * *

I find it adequate other than the above weakness.

* * *

All day program
More field trips

* * *

I am very happy with my child's experience in kindergarten and it is mainly due to the fact that he has such a good teacher who relates well with her pupils.

Class 2

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

With the time allotted in a.m. p.m. classes and the amount of children in each class I fear some children aren't challenged to their highest potential.

* * *

No comment written.

* * *

Program is very well arranged. I has a variety of things for the kid to learn and enjoy. Prepares them from the coming school sessions.

However I think more field trips should be prepared for the kids.

* * *

In my opinion a $\frac{1}{2}$ session for kids in kindergarten is plenty of time spent in school. I honestly think a full day is too much for children this young.

Class 3

A.1. Briefly describe the strengths of your child's kindergarten program.

Teacher - and the small number of students.

* * *

The more that's put into it.

* * *

Class 3

A.2 Briefly describe the weaknesses of your child's kindergarten program.

The amount of time they have to do it in.

* * *

No comment written.

Class 3

A.3. Briefly describe how your child's kindergarten experiences could be improved.

By being their longer.

* * *

No comment written.

Class 3

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

No comment written.

* * *

I think it would be great if a child could move into the all day program as he progressed and became ready for all day.

Class 4

A.1. Briefly describe the strenths of your child's kindergarten program.

Having plays or programs they put on for the other grades is terrific. The children have to memorize their parts and perform in front of an audience. Great experience. This year had a particularly good program.

* * *

Has learned how to get along better with other children.
Learned how to sit still for longer amounts of time.

* * *

1 PM to 3:30 PM the child is learning more, than just numbers and letters.

* * *

Learning to handle responsibility. Excitement when an activity is completed.

* * *

The work he do in school has been good.

* * *

It's a good program, and he likes going every day.

Class 4

A.2. Briefly describe the weaknesses of your child's kindergarten program.

Since he has to go to his special class for supplemental help-
he should have more time in school.

* * *

The Show and Tell on Friday's. Why teach child should bring in
each week a thing for Show and Tell?

* * *

No comment written.

* * *

1. Not in kindergarten for long enough period of time (only 2½
hrs.). Teacher and child's communication. Not enough
authority and watch over what children are doing to each
other's personal property and clothing.

* * *

I think small word he should be able to spell.

* * *

None

Class 4

A.3. Briefly describe how your child's kindergarten experiences could be improved.

More contact on child's weaknesses. What more help is needed in.

* * *

Let the parent know how the child is doing in school.

* * *

My son lives school, so far The only thing that could have been improved for him would have been a full-day kindergarten.

* * *

Better communication between parents and administration and teachers. Longer hours in school.

* * *

I truly think it could be improve if the kids were their longer. Because you can only learn so much in three hours.

* * *

By going a full session.

Class 4

- C. 1. Should have a regular basis of communication between parent and teacher. Not just 2 or 3 times e.g. letter sent home approx. once a month stating progress.
2. Pre-kindergarten test proved he needed extra help in certain fields. Question - Why wasn't he chosen to be in the full day program which would supply the extra time needed?

* * *

No comment written.

* * *

As I said in the last questionnaire, I believe a full-day of kindergarten is good even if a child did not attend a pre-school, nursery school. From experience with my own children, the hardest adjustment was going into a full day of classes after experiencing $\frac{1}{2}$ day of fun and class. I feel they should have full day right away so the children know and understand that school will be from 9:00-3:30; and that's that. They get spoiled by $\frac{1}{2}$ day and expect school to always be short.

* * *

For my appinion the staff in School leaves much to be desired! Thank You.

* * *

No comment

* * *

It is already a very good program.

Class 5

- A.1. Briefly describe the strengths of your child's kindergarten program.

He has learned many things in kindergarten because there was more time with the all day session. Things about the weather, money, holidays, etc. Reading, Writing and Arithmetic do not seem to be his thing and although he did fairly well I feel the extra time for other informative subjects were especially good for him.

* * *

The foundation is being laid very well for reading and math. I feel the full-day program has allowed the time necessary to lay this foundation for the students.

*

Reading Math

* * *

1. Subjects can be discussed in greater detail and without a strict time factor.
2. More time is allowed for social interaction.
3. My child is very excited that he can now read well and has a good understanding of math facts.

* * *

Through the Kindergarten program my child has developed much more interest in the library, reading, art work, etc.

* * *

Based on my other two children is doing above average for his age.

* * *

My child has learned to read through repetition and phonics. My child has a positive attitude toward school.

* * *

Provides the time to develop my child's academic, social and emotional skills. Gym, art, library, etc., no longer cut into time required for learning of basic skills etc.

* * *

The full-day kindergarten pilot program enabled my son to have additional time to play and gave the teacher time to teach the required work at a slower pace.

* * *

Class 5

A.2. Briefly describe the weaknesses of your child's kindergarten program.

Often the program is too regimented and I feel my child is often afraid to speak out a problem.

* * *

None

* * *

Considering that this was the first year of this pilot we were extremely surprised how smoothly it went.

* * *

No comment written.

* * *

No comment written.

* * *

My child is doing very well in school and has indicated he likes the full day session and at the present time I find no weakness in the program.

* * *

I really do not feel there are any.

* * *

My child has steadily improved and I don't really see any weakness in the program. Maybe a little more homework.

* * *

None

Class 5

A.3. Briefly describe how your child's kindergarten experiences could be improved.

Nothing in particular comes to mind.

* * *

I think 9-3:30 is a long day. I'd like to see a modified program i.e. 9-2. The full day is a long day and the children tire and get restless by the end of the day.

* * *

None

* * *

No comment written

* * *

No comment written

* * *

We are very pleased with the full day program, and with having a teacher's aide assisting the teacher. We cannot suggest any improvements at this time.

* * *

No comment written

* * *

No comment written

* * *

All day program is excellent no improvement necessary.

Class 5

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

No comment written

* * *

Prior to December my child had attended a traditional, half-day kindergarten program. He was bored, lethargic, and frequently asked "when will I learn something in school?" Since attending this program, he comes home from school bubbling with enthusiasm, energy and eagerness to share his school experiences. I now see a child who can't wait to see what he will learn tomorrow.

Obviously, my child has greatly benefited from this program. After 1-3 years of nursery school, I firmly believe kindergarten (half-day) can be a terrible "come-down" to a child who is prepared to learn much more than the traditional program (due to time limitations) can offer.

* * *

The pilot program should not be transferred from the existing schools to the other elementary schools, but the program should be expanded to include these schools. Hopefully this program is included in all schools in Hamilton Township. Full day kindergarten should eliminate the half day program. The children of today are more developed than in my generation. Many children, by the time they reach kindergarten have completed either 1 or 2 years in nursery school, and we are ready for the adjustment of full day kindergarten.

We hope this program is not dropped due to some parents feeling that their little child would be exhausted from all this work and play.

* * *

I was very pleased with my daughter's first experience with school. She has enjoyed every single day of the school year. This has established a respect and enjoyment for school which I hope she will carry with her throughout her school life.

I would rate the kindergarten program as outstanding.

* * *

I am very pleased my child was fortunate enough to have been selected for the full day program. However, I feel that the school should have either been all full day or all half a day.

Although we have been told that both classes (full day and half day) would learn at the same pace, it can only be reasoned that if you have more time in the classroom, your child will be able to comprehend more.

(continued on next page)

Class 5 continued

C.

I believe that the full day program does teach a child more than a half day program. If it seems that it is too long for some children than maybe that should be a major part of the screening program. I say this only if they decide to go to a full day program for all kindergarteners after this initial trial period.

Having my child in the full day program, I am very pleased at how much knowledge she has gained and am pleased to say she has a very happy and positive attitude towards school.

* * *

No comment written

* * *

Re: B-1 My child has always played well with other children, so I did not expect a big improvement here.

* * *

No comment written

* * *

No comment written

Class 6

A.1. Briefly describe the strengths of your child's kindergarten program.

My child has enjoyed the full day kindergarten. She has really learned a lot.

* * *

I feel the strengths are her teacher and the classroom aide. They are very dedicated and caring and the fact that she's there full day

* * *

Helps them get along with other children. Lets them know what to expect in first grade.

* * *

Teaches her sharing, keeps her busy, gives her new ideas. She has developed a wide range of interests. And has become very articulate, she has experienced rapid vocabulary expansion.

* * *

Longer period of socialization and teacher is able to go more in depth with number of programs per day.

* * *

Good.

* * *

Math - addition and subtraction.
Reading - recognizing words.

* * *

I feel my son's teacher is very imaginative in her lesson planning.
Excellent lessons in numbers, history, letters and art work.

* * *

Class 6

A.2. Briefly describe the weaknesses of your child's kindergarten program.

None

* * *

None

* * *

Too long. I don't feel that changing classes is necessary. Too many teachers involved and when conferences are held you receive their progress second hand.

* * *

Less children per class would enhance the learning experience.

* * *

Does not provide enough individual time or staff for one to one study. Teacher has little chance to pick up on special abilities of a particular child.

* * *

Does not let the children that progresses faster than others go on to harder things.

* * *

I find none.

* * *

I don't think she has any weaknesses.

Class 6

A.3. Briefly describe how your child's kindergarten experience could be improved.

No comment given

* * *

Less children per class

More trips

More visitors to classroom from people in different professions.

* * *

Shorter days.

One teacher or conferences with their gym instructors, art teacher, learning center, etc. at some point to hear their progress from that person instead of the kindergarten teacher, even if only a hand written evaluation.

* * *

He is very bright but also extremely talkative and sometimes ahead of the class-w/a smaller group he could have more individual time.

* * *

By being allowed to touch more. She seems to profit most from hands on experiences. I think possibly most of the children would be interested in computers.

* * *

Give them something to do at home then take them back to school to check.

* * *

No comment written.

* * *

None.

* * *

Class 6

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

No comment written

* * *

I feel that the full-time kindergarten should be implemented in all the township schools. I can see a great difference in Math and Reading lessons from when my son attended half-day sessions. My daughter seems to have learned to identify words and numbers earlier. I was suprised to see that she could add and subtract numbers.

* * *

I feel that the full day is a waste of time and taxpayers money. Studies have shown that children who have had full kindergarten and pre-school experiences do not benefit any more than those with half day. By the second grade half day children are equal to full day. Ialso wonder if full day becomes mandatory, then 3-4 year olds won't have to attend pre-school to be ready for kindergarten.

I feel that the full day session has come about to accomodate working mothers. This way they do not have to pay for a sitter and the child is learning rather than wasting time.

I have other children at home, I hope that if you do decide to go along with full day sessions you also have half day sessions included so that parents are given a choice to decide which is best for their child.

* * *

I chose the full day for my second son because 1) I felt he had the socialization but needed the structure of the class and school day. 2) My first son had little need for kindergarten-he read at age 4½ and the ½ day was ok just for socialization. 3) I work - at my chosen career and full day "K" - gives me the peace of mind knowing that my son is in a learning positive social environment. 4) I feel this is a primary option- a choice by each individual parent whether or not to send their child FT or PT - 5) For me ½ day was a hassle and lots of times too much trouble for the time that way spent. 6) Choosing the teachers and aides carefully for FT is especially necessary - in our case an especially good choice was made!

* * *

I think that age 5 is too old children should be taken into kindergarten from age 3 on. Dependent upon the skills and ability of the teaching staff. And the maturity of the child. Number facts and letters should be taught much sooner than age five. From past experience very young children enjoy learning experiences.

* * *

Class 6 - continued

C.

No comments

* * *

I feel the full day program is a big step forward. It prepares a child for the next 12 years. My daughter has learned so much and she loves schools, because if a child starts school young, they love it, not resent it.

* * *

My child has enjoyed the all-day kindergarten. I think it's good that they go all day because they don't really learn enough in a half day session of school, and it gives them more time for work, and more time to get ready for first grade.

* * *

Class 7

A.1. Briefly describe the strengths of your child's kindergarten program.

Learning to read
Field trips

* * *

Sufficient time to improve on fine motor skills.
Sufficient time to begin reading.
Sufficient time to have Social Studies.
It is a relaxed atmosphere.

* * *

It is well structured with a great variety of learning activities - well rounded program--excellent teacher!

* * *

My child has many strengths since in school.

* * *

More teaching time; interruptions (library, etc.) don't matter as much because more time is there. So many they are hard to mention-just the extra time in general for socialization and a more relaxed schedule.

* * *

The full day allows more time for creative work and a relaxed teaching environment. My child has adjusted very well and his math and reading achievements are more advanced than I expected.

* * *

Well planned. More learning time. Teachers allow time for rest.

* * *

My child has grown a lot and he learned a lot! I am very pleased with full day kindergarten program.

* * *

Helped develop my daughters mechanical skills. Learned to be more patient, learned to get along with other children better.

* * *

His teacher.

* * *

- a. Reading readiness.
- b. Math development.
- c. Nature involvement (sciences).
- d. The need to be somewhat self-reliant.

Class 7

A.2. Briefly describe the weaknesses of your child's kindergarten progress

I really can't find a weakness in his program. I am totally satisfied.

* * *

A. One full-time Asst. to help handle 21 children was needed.

* * *

None

* * *

No weakness noted. The program is a positive setting that also allows time for further enrichments.

* * *

No comment written.

* * *

I feel a shorter day in Sept./Oct. would help them adopt more. Maybe a gradual easing into the 9-3:30 schedule. My daughter was tired in the beginning until she adjusted.

* * *

In my opinion, there are none.

* * *

Children are a little tired at the end of the day.

* * *

No comment written

* * *

No visible signs

* * *

No comment written

Class 7

- A.3. Briefly describe how your child's kindergarten experiences could be improved.

I feel the program is well balanced with the proper amount of time being spent on each subject.

* * *

Both parents were totally happy with the program presented by the teacher.

* * *

I honestly don't know; the full-day kindergarten has been an extremely positive part of my son's life.

* * *

A shorter day would be an improvement, perhaps until 2 pm instead of 3:30 pm.

* * *

My only regret is that my twin daughters could not be put in separate classes. I understand this will happen in the upper grades.

* * *

No comment written

* * *

See above.

* * *

I'm so impressed with his progress that I honestly can't think of any.

* * *

No comment written

* * *

No comment written

* * *

At this time I feel my child's kindergarten experiences don't need to be improved. Everything is fine. I am sorry I didn't use the full session, she would of loved it.

Class 7

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary.)

No comment written

* * *

No comment written

* * *

No comment written

* * *

$\frac{1}{2}$ day program - eliminate or decrease amt. of time spent by students in Art, Library, Gym and Music. These children are leaving the Class for these specialties. That is time taken away from Academics.

My child is in the full day program. He has accomplished the same as a child in a $\frac{1}{2}$ day session in a private school. These accomplishments are not made by children in the $\frac{1}{2}$ day session in a private school. These accomplishments are not made by children in the $\frac{1}{2}$ day program at the Public School. I feel the above specialties should be taught by the teacher. The child is spending 1 hr. four times a week away from the classroom. That time could be put to better use by the teacher in the classroom. It has been proven in private schools. The $\frac{1}{2}$ day program is $2\frac{1}{2}$ hrs. per day and when the child is removed for a specialty they lose class time.

* * *

The full day program is an excellent idea for the child who has been in nursery school for any length of time. If the program is kept well balanced and stresses social interaction with expanded experiences along with the structured academic basis, it will prove (has proven with my children) that the full day program is very beneficial and certainly not too much for today's children. As in any classroom, the teacher either "makes or breaks" the class. I have been blessed to have teach my 3 children. It will certainly be a challenge for anyone to fill her shoes.

* * *

I am very happy with full day program! I am very happy with my child's kindergarten teacher. The only thing I miss is watching him playing and stay at school. It would be nice to have open class once a month or have each mother rotate and to participate children's school day.

* * *

I like the full day kindergarten, and hope you keep it. I have another child whom I feel would be helped with the full day session.

* * *

Class 7 - continued

C.

I was told in June that my daughter had full day, and was dead set against it. In fact, I did not decide to send her until Sept. Now I am totally satisfied and feel that I definitely made the right choice.

A lot of my satisfaction is because I really wanted her to have the teacher she has (nothing against the other-just a personal preference) and also because the other class seems much younger and more immature to me.

But I am also genuinely pleased with the program. She has learned a lot and has benefited greatly from it. I still sometimes wonder if we're not pushing them too young and too quickly, but it doesn't seem to bother her.

* * *

My two older children did not have the benefits of full day, and there is a big difference.

* * *

No comment written

* * *

No comment written

Class 8

A.1. Briefly describe the strengths of your child's kindergarten program.

More time to devote to knowing and helping each child--more time to cover readiness workbooks and get into actual reading and math activities.

* * *

My child has learned to get along with others, has learned that there are other people, and places and things in his world outside of just the people in this town.

* * *

I feel my child was ready for full day kindergarten.

* * *

My child has greatly improved in his handwriting and other learning experiences.

* * *

I have found that my child has acquired many strength, such as, social skills, math skills, reading skills, also a positive attitude toward school and people. He says, I can do it, not I can't do it.

* * *

Well experienced teacher.

* * *

I feel that my child did not receive very much if any strengths from the kindergarten class, because the teacher did not seem to have any patients or time to spend with the child. Considering the many years she has been teaching, she should have been well adversed in teaching, but did not seem so.

* * *

Kindergarten has helped our child gain responsibility for himself and others. Kindergarten has also given him a better daily schedule.

Class 8

- A. 2. Briefly describe the weaknesses of your child's kindergarten program.

This was our first child to enter school. Perhaps there could have been a little more guidance in the beginning. Ways to help us and our child adjust to the school experience.

* * *

I feel there is not enough paper or written work being done.

* * *

It would appear that the teacher could spend a little more time with each child and also give the children a little more class work and homework so that they feel like they are doing something in school other than taking up space.

* * *

I think our current program is excellent.

* * *

I have no complaints.

* * *

None, because of the high quality of the teacher's ability.

* * *

A speech program.

* * *

Should be disciplined more. I walked into class a few times and the children were loud and wild.

* * *

Class 8

- A.3. Briefly describe how your child's kindergarten experiences could be improved.

Smaller class.

* * *

To be able to ask more questions, without being told to sit down, and not to ask a stupid question again. For the teacher to explain more in detail, the question put forth to her.

* * *

I think our current program is excellent.

* * *

I have no complaints.

* * *

So far my son has improved in almost all of his courses.

* * *

A speech program. More individual attention.

* * *

No comment written

* * *

Notification of child's weekly schedule in the beginning of the school year. Thanks like library, gym, art, show and tell, when these days are.

Class 8

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary.)

I feel kindergarten should set an example for following shcool years, what's expected at school (Behavior) and what is expected from children and parents. Much to much time is wasted in discipline toward the child. Something that should be taught at home. The teachers job seems to be babysitting not teaching. I try very hard with my child to do the right thing and make right decisions. I've seen more bad habits than I care to and the're hard to break. Also a report card more often would help so I can see where my child needs help and extra attention.

* * *

#3 page 2 - I feel that my child has not learned very much in school. My child appeared to have learned more while they went to the program (Head Start). Were the teachers could teach more and also appeared to have more patients to teach.

#4 page 2 - I don't feel that my child has gained any cond. in school. If any I think that my child has lost cond. in himself and school. The teacher does not seem to call on him or appear to want to bother with my child. To me this seems like a very poor teacher. My child comes home saying that the teacher will not call on him, and that he don't care if he never goes back to school. (Is this what teachers are in school for to make children hate going to school.) Or to teach)

My child appear to not really like school. It's seems pretty bad when a teacher tells my child not to come back to school. For all the training and years teaching I would think the teacher could and should have a little better self-control. If this is how a teacher acts than maybe you should consider getting a new teacher. One that will teach and understand young children better.

P.S. Any questions - Please feel free to call 890-8428

* * *

No comment written

* * *

No comment written

* * *

In answer to question number 6, my child would have day care whether he was in half or full day classes. I also feel that James teacher has great patience and has worked hard to help him adjust. This alone has really been the biggest hel for James.

* * *

Class 8 - continued

C.

I have another child that will attend kindergarten next year. I was upset to find out that she will attend only 2½ hours. I feel this is not long enough. By the time the children settle down and they get started and also the time it takes for them to get ready to leave, will take care of half the time.

Also, I feel full day kindergarten would work much better for everyone, if children had to be 5 before September 1st. They would be old enough to handle a full day.

* * *

Most children know their basic skills before they enter or they should know them counting, ABC's, tying shoes, putting coats on should be encouraged to parents before a child enters school. I feel full day kindergarten should be at all schools. The children who are slow in certain areas which many go to special programs during school to help them in their weaknesses. Also, a lot of working parents need the child in school all day so that they can work without a babysitter.

* * *

My husband and I feel that the cut off date for a child in kindergarten should be September 30th. Not November 30th. Our child started kindergarten at age 4, his birthday wasn't till the end of November and we as well as the teacher found he was too immature to handle full day kindergarten.

We also feel that perhaps the number of children per class should be cut if a teacher exceeds a certain age. (This of course regarding kindergarten children.) We feel older teachers are very qualified, but the stress of that many children in one class is a burden to the teacher, which in turn is felt by these young children.

PRINCIPALS' COMMENTS

A. 1. Briefly describe the strengths of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

- A. Increased instructional time for existing curriculum.
- B. Student extended day provides additional social interactions in an educational situation.
- C. Students allowed to have nutritional lunches.
- D. Speed of teacher delivery decreased due to the lack of the need to rush for 2½ hours.

* * * *

Increased time to provide more relaxed implementation of the curriculum. Providing more students with the full-day schedule they may have been accustomed to in nursery school. Attracting more parents to public rather than private/parochial schools. Better preparation for grade 1.

* * * *

- 1. The relaxed pace of instruction is very evident.
- 2. More time to fully develop questions and other interests of the children
- 3. Advantage of scheduling resource subjects in P.M. (no pull out interruption)
- 4. More effective use of A.M. time.

* * * *

- 1. Greater time to complete all tasks.
- 2. Less pupil and teacher pressure.
- 3. First grade should be easier to adjust to.

A. 2. Briefly describe the weaknesses of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

- A. May not be in the best interest of immature students.
- B. Parent expectations and/or dissatisfaction were allowed to get "out of hand".

* * * *

Tendency on part of some children to become hyperactive in the full day program.

* * * *

The locating of full-day and half-day at same site offers some problems.

* * * *

None

A. 3. Briefly describe ways to remedy any weaknesses of the full-day kindergarten pilot program.

A. Eliminate the need to have 1/2 and Full Day classes in the same building.

B. Provide alternatives for immature students.

* * * *

With the increased time greater efforts should be made to identify students with particular abilities (e.g. reading) and to provide special group instruction for these students.

* * * *

Locate only full-day at each site.

* * * *

Place pilot and control in separate schools.

A. 4. Briefly describe any difference in the resources supplied to the experimental and control kindergarten classes in your school.

Only resource difference would be lunch.

* * * *

None

* * * *

No difference other than the physical layout and carpeting.

* * * *

Only a carpet.

C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary.)

The evaluation process that has been established is satisfactory. Improvement comments were mentioned in question #3.

* * * *

No comment

* * * *

No comment

* * * *

No comment

KINDERGARTEN QUESTIONNAIRE FOR PRINCIPALS

- A.1. Briefly describe the strengths of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

The full day program provides more time for the implementation of the curriculum for those students who are emotionally and socially ready for it.

* * *

Extra time allows for less pressure on completing assigned tasks. A very relaxed atmosphere is present in the full-day class. There seems to be more accomplished in the full-day class. The class now can take part in school wide activities.

* * *

1. Curriculum area instruction; time greatly increased.
2. Student interaction more frequent and positive.
3. Nutritional lunches and eating habits observed.
4. Teacher experiences a slower delivery in instruction; less rushed to cover material.

* * *

With greater amount of time on task, both students and teachers accomplish more in a less hurried manner.

Everyone's expectations are greater, consequently more is accomplished.

KINDERGARTEN QUESTIONNAIRE FOR PRINCIPALS

- A.2. Briefly describe the weaknesses of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

A number of students were too immature to benefit from the program. Their persistent behavior problems were disruptive to the rest of the class.

* * *

N/A

* * *

1. Some students lack of maturity or readiness for a full-day program.
2. Parental desire for more formal reading and math instructions is expected.

* * *

None, children have shown no sign of tiring.

* * *

KINDERGARTEN QUESTIONNAIRE FOR PRINCIPALS

- A.3. Briefly describe ways to remedy any weaknesses of the full-day kindergarten pilot program.

Provide ways to be more selective as to who may enter or remain in the program. Better teacher orientation and in-service concerning how to deal with the full day curriculum and students.

* * *

N/A

* * *

1. Provide a pre-school situation for students lacking readiness skills.
2. Emphasize the existing benefits of current curriculum.

* * *

None

KINDERGARTEN QUESTIONNAIRE FOR PRINCIPALS

A.4. Briefly describe any difference in the resources supplied to the experimental and control kindergarten classes in your school.

None other than carpeting.

★ ★ ★

N/A

★ ★ ★

Lunch is only major resource difference.

★ ★ ★

None

KINDERGARTEN QUESTIONNAIRE FOR PRINCIPALS

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

I feel that the full day program has been a success and will continue to be successful in the future.

I feel that a flexible policy in September as to length of day for school reluctant students can be worked out. This would be helpful in September-October.

* * *

Current evaluation process is satisfactory.

* * *

KINDERGARTEN TEACHERS' COMMENTS

- A. 1. Briefly describe the strengths of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

The full-day program allows more time for instruction, review and enrichment in all areas of learning and socialization.

* * *

It is a pleasure having the time to accomplish many more projects and thoroughly teach a subject without feeling constantly rushed. I attribute the fact that the class, as a whole, is further ahead in January to the additional time I am able to give each area as well as more individual help. Social studies in particular can be given more attention as well as activities that make learning fun. We have time to "stop and smell the flowers" as the saying goes.

* * *

Conducive to a more relaxed atmosphere

Introduce more challenges

Concentrate on social sciences more throughout a day's schedule

More time to spend working on strengths and weaknesses on an individual basis

* * *

A full-day kindergarten program provides the opportunity to evaluate each child more thoroughly and provide enrichment, reinforcement and one-to-one assistance when necessary. I have had the opportunity to teach more skills in a situation more conducive to learning (more time, relaxed atmosphere, without pressure, etc.).

* * *

Full day program allows more time to cover and master skills. Allows more time to complete each activity, so children and teacher are not rushed.

* * *

I believe the all day kindergarten program allows much more time to develop skills and concepts taught in reading and math areas rather than to just introduce them as is done in the half-day program. The full day also allows the necessary time to develop language experience activities relating to science, health and social studies. Music and art can be enjoyed fully rather than to be included here and there if time permits.

* * *

Less pressure on pupils and teacher resulted in a slower pace with more time to spend on unplanned incidents that frequently occur in the kindergarten day. More time to develop creativity in art language, dramatics. More time to reinforce skills. I know my students better-I learned more about them earlier in the school year. Resource classes scheduled in the afternoon gave more time in the morning to teach basic skills. Work habits are developing more quickly. Children seem to become more self-reliant.

A. 2. Briefly describe the weaknesses of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

The full-day kindergarten program is doubly difficult for the immature youngster who suffers separation pangs and feelings of insecurity.

* * *

The one weakness that I find is the length of the school day although I was surprised to find that the children adjusted quickly to the full-day. However, they do become somewhat restless in the afternoon and more talkative so activities that involve more movement and less concentration are needed.

I also have found that more time is needed for preparation and because some of the time I used for preparation has been eliminated, I must stay well past 4:30 some days to keep ahead of the work.

* * *

In comparison, the only weakness may be that some children may have trouble adjusting (at first) with the long day.

* * *

1. Planning time for the teacher has been seriously curtailed.
2. Because the classroom is used for rest-time and in-door recess because of inclement weather, it is difficult to work on bulletin boards, learning centers, etc.
3. It is sometimes necessary for the teacher to work through much of the lunch-time when the aide is absent.
4. Some children are restless in the P.M.-particularly in the beginning of the year - some falling asleep.

* * *

Not enough planning time for teacher. Too long of a day for children to adjust to especially at the start of the school year. (Could the school day be shortened?)

* * *

Cannot answer

* * *

Generally, children born between September and November are more immature and have short attention spans. It becomes more evident in their behavior in the late afternoon. Should we consider a little shorter day?

A. 3. Briefly describe ways to remedy any weaknesses of the full-day kindergarten pilot program.

Additional aid hours would allow the teacher to individualize instruction.

* * *

It has been suggested that the day be shortened to at least 3:00. Our day at present is longer than most full-day programs in other school districts. This would help with both weaknesses stated under #2.

* * *

Any weaknesses which may "crop up" at any given time would be resolved more readily if there were someone to confer with on a daily basis. This could be accomplished by employing at the same school a colleague working in the full day program, too.

* * *

1. Earlier dismissal (2:45 or 3:00?) can provide some time at the end of the day for planning.
2. Providing the same substitute each time an aide is absent, so she will be familiar with the duties. (Why can't the teacher have some say in the selection of the aide?)
3. A shorter day in the beginning of the year.
4. The option of the parent or teacher to have an immature child dismissed earlier.

* * *

Perhaps the school day could be shortened and this time period be given to the teachers for planning time.

* * *

Cannot answer.

* * *

Consider a 9:00 A.M. - 3:00 P.M. day?

* * *

A. 4. Briefly describe any difference in the resources supplied to the experimental and control kindergarten classes in your school.

There are no differences in the resources supplied to the experimental and control kindergarten classes in our school.

* * *

Because the teachers and principals did not know which schools had been selected, some supplies and equipment may not have been ordered. I had ordered books for two 1/2 day sessions so we have enough and most paper supplies I have been able to share. Toys, play furniture, however, seem to be in short supply for half-day session classroom.

* * *

A. 4. - continued

Everything has and can be shared.

* * *

Resources supplied to both classes have been equal (Art instruction, music, etc.). However, actual instructional supplies have not been. Some control groups have complained of not having sufficient materials - such as crayons.

* * *

As far as resource teachers, both experimental and control classes are equal. However, I do not feel that basic classroom materials are available to my control class. (Ex. manipulative materials such as felt board cut-outs, records, beads, sewing cards, etc.). Classrooms should be checked prior to September to insure that teaching materials are balanced in each room.

* * *

None

* * *

None

* * *

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

I am concerned that the plan to take the full-day kindergarten out of one school and place it in another after only one year. There are numerous "bugs" and adjustments that had to be made and are still being made in the full-day program and I do not think one year is a valid amount of time in which to reach any conclusions. Kindergarten classes vary in personality from year to year and, therefore, next year's class may react completely different than this year's group.

I also would like to see both classes in a school made full-day to avoid the problems we experienced this year. If a parent wishes to have child attend only half-day, the child can be dismissed at an earlier time such as 12:00 or even 1:00.

* * *

It would eliminate undue stress to all people involved if the full-day and half-day programs were not used at the same schools for comparisons. A lesser competition would be created among the community involved if one school had one program. Comparisons could then be made between schools not within the schools.

* * *

District meetings should be held regularly for all kindergarten teachers. We should have the opportunity to discuss, compare and evaluate our individual programs. In addition, workshops geared only to the kindergarten should be provided.

* * *

I believe that with the availability today of the many excellent duplicating materials relating to reading and math readiness, visual to motor skills and the development of spatial relationships and letter and number writing that workbooks are unnecessary in the kindergarten. Perhaps money allotted for kindergarten workbooks could be better expended by purchasing learning center and duplicating materials.

* * *

Some districts with a full day program have a shorter day in September and October. All resource subjects are scheduled in the afternoon beginning in November. Children who can't adjust to the full day are still able to go home at the early dismissal. Apparently this rarely occurs and most children adapt to the full day. The teacher spends the free time during September and October testing, interviewing, holding conferences and extensive planning for the individual's development. Perhaps we should discuss this type of schedule.

C. continued

As far as the physical set-up, I think it's important to have a large room. The five year old needs lots of room to satisfy physical development. The carpeting is definitely an asset and leaving a small part of the room with tile floor is important for painting, lavatory and sink use.

Choosing a control group within the same school as the pilot program should be avoided. It causes dissention among parents.

KINDERGARTEN QUESTIONNAIRE FOR TEACHERS

- A.1. Briefly describe the strength of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

The full day program offers much more time to complete objectives and the "fun things" that go along with the kindergarten curriculum (i.e. songs, rhythms, stories, arts and crafts). These are quite necessary for complete development at this level.

* * *

More time to accomplish learning, without the need to rush. Children benefit from extra "recess" after lunch to develop motor skills.

* * *

The children in the full day program have much more time to develop basic readiness skills to prepare them for first grade. They also have plenty of time to explore, experiment, and enjoy materials and activities related to the science and social studies curriculum. The half day program allows time to only scratch the surface of this area.

* * *

The most evident strength of the full-day kindergarten is the absence of pressure due to the lack of time. There is time to talk with the children and know them better. There is time to do more creative work and the fun things that kindergarten should include. There is more time to spend on important objectives of the curriculum so they are really learned. There is time to give more help to children who have problems and time to help those more advanced children progress even further ahead.

* * *

There is ample time to teach more skills - more thoroughly. More one-to-one assistance for those who need it. The atmosphere is more relaxed, with less pressure on the children and teacher, and is more conducive to learning.

* * *

The key to the strengths of the full-day pilot program has been time. Early in the year, the children adjusted to school and its routine faster than usual. Skills were learned more quickly because of time for reinforcement. There was more time for creative activities, dramatics. Another important factor is the pressure was taken off children and teacher, kindergarten was fun! Progress was made much faster than expected.

KINDERGARTEN QUESTIONNAIRE FOR TEACHERS

A.1. Continued

A full-day kindergarten program allows more time for teaching in depth and broadening the curriculum than does the half-day kindergarten program. More teaching time is also more learning time.

* * *

KINDERGARTEN QUESTIONNAIRE FOR TEACHERS

- A.2. Briefly describe the weaknesses of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

Because of the lack of this additional time, many necessary projects and ideas get shelved. Also, quite a bit of socialization processes do not have time for development.

* * *

Program should start in Sept. with $\frac{1}{2}$ days, then gradually increase to full day. Some children are just not ready for a $6\frac{1}{2}$ hr day in Sept.

* * *

No comment written

* * *

I know of none except that the teacher of a full-day kindergarten needs more preparation time since there is a great deal of work to prepare each day. The teacher is with the children most of the time and I found that I needed to work either before school and/or after school for an hour or more to keep up with the work.

* * *

1. Immature children have difficulty adjusting to the longer day--especially in the beginning of the year.
2. The classroom teacher has less opportunity to work in her own room.
3. There is less planning plan.

* * *

Early in September, the teacher must plan minute by minute to keep the young, immature child's attention. I know it is difficult for a large district such as Hamilton Township and the number of children transported, but still feel a shorter day during Sept. and Oct. would be better for the child. Teacher could test individually and plan.

For the young child, the full-day kindergarten program may be a hardship since mature interests and the ability to sit still and concentrate may not be developed.

* * *

KINDERGARTEN QUESTIONNAIRE FOR TEACHERS

- A.3. Briefly describe ways to remedy any weaknesses of the full-day kindergarten pilot program.

Logically to maintain the program in the four school for a second year would alleviate and "iron out" any initial weaknesses. One year is not enough time to improve upon such a program.

* * *

No comment written

* * *

No comment written

* * *

I feel that dismissing the children by 3:00 each day would not only give the teacher more preparation time but benefit the children also. They begin to get restless toward the end of the day especially the first four months of school.

* * *

1. Earlier dismissal for those children who have difficulty adjusting--at least in the beginning of the year.
2. There should be a resource teacher scheduled each day, to give the classroom teacher more preparation time. Art and library should be weekly, instead of bi-weekly or bi-monthly.

* * *

ee above. I feel enrollment or class size should be controlled. State requirements say not over 25. I think 20 is a magic number, realizing economics would never allow it.

* * *

1. Move the date for admission to school so that children will be older more mature and perhaps more ready to learn.
2. Shorter day in September and October with full day by Nov. 15.
3. Shorter lunch break and shorter day, ending by 2:45 p.m.
4. Full-time aid for 23 children...especially in low socio-economic school.

KINDERGARTEN QUESTIONNAIRE FOR TEACHERS

- A.4. Briefly describe any difference in the resources supplied to the experimental and control kindergarten classes in your school.

We shared most of the available supplies and resources.

* * *

Basic classroom materials--paper, pencils, crayons, etc. were equal. However, materials such as records, building blocks, puzzles, fine manipulatives were grossly unequal to the full-day group.

* * *

To my knowledge, we were short on supplies and space in our room limited us for several activities.

* * *

Very few that I know of except for the fact that room is not the classroom designed for a kindergarten and may be somewhat smaller.

* * *

None

* * *

No carpeting in control room. Supplies generally the same.

* * *

No resource differences.

* * *

KINDERGARTEN QUESTIONNAIRE FOR TEACHERS

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

No comment written

* * *

All kindergarten classes should follow a set curriculum with set goals and objectives. As it is now, each school sets its own goals. Some push for Reading in the kindergarten, others stress socialization, readiness skills and motor coordination. I feel that each school should follow the same guide.

* * *

No comment written

* * *

I feel that the full-day kindergarten program has worked well this year. There have been problems to work out but over-all I have been pleased and have thoroughly enjoyed teaching full-day kindergarten this year. I am, however, disappointed and can not agree with the decision to take the full-day sessions out of the present schools and move them to four different schools. I do not feel that one year is sufficient time to get a true evaluation, classes and children vary from year to year and a second year of the full-day in a school would help us to decide if it was the full-day instruction or the make-up of a class that was mainly responsible for the success of the program. It would also seem that the second year of any new program would run more smoothly after most of the bugs had been worked out.

I am confident, however, that after all the data is compiled it will show that the full-day kindergarten should replace the half-day sessions in Hamilton Township. I feel that the half-day kindergarten does not meet the needs of the present day child nor is it possible to give them a "thorough and efficient" education in the 2½ hours day. I am hopeful that the full-day kindergarten will be expanded into all of our schools for the school year 1984-85. Many of the schools, both public and private in our area, are adopting the full-day and we are losing children to these schools.

I have appreciated the opportunity to teach the full-day kindergarten this year and will be happy to help in any way that I can with the pilot program.

* * *

Extreme care should be taken in choosing the lunch-time aide. She should be capable of supervising them, maintaining good behavior patterns and creative enough to play games, read stories, and follow directions from the classroom teacher. Good attendance should be emphasized.

* * *

KINDERGARTEN QUESTIONNAIRE FOR TEACHERS

C. continued

I think it's important to have resource teachers take the kindergarten classes in the afternoon, where possible. Class size is also an important factor.

Teaching a full day program has been most rewarding. Children are so eager to learn! It has been a fun year. With less pressure and more time for arts and crafts, the children developed creativity while developing gross and fine motor skills.

There was time for enrichment and the children progressed further than I expected. They were soon reading and applying phonic skills in learning new words.

Probably it's best summed up by saying the child who experienced the full-day program was able to develop in all areas--physically, emotionally, scholastically, and I think it's impossible to do this in 2½ hrs. a day.

* * *

No comment written

RESOURCE SPECIALISTS' COMMENTS

- A. 1. Briefly describe the strengths of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

The strength in this program is in the time the children have to develop scholastically, but even more important at this age emotionally and psychologically.

* * *

I feel children are more independent. Motor skills are more developed with more activities.

* * *

The children of the full day program seem to grasp some concepts better or faster than the half-day students. Their manipulation of scissors and use of various materials seem to be a bit more skillful. The children also seem to be a lot less diverted by the variety of materials used.

* * *

The children in the full-day program function as a group more smoothly. They learn the words to songs more quickly. The efforts and attention of this group is more focused than the half-day class.

* * *

Students more eager to learn, exposure to a full day life in school makes students more responsible.

* * *

Children in full day kindergarten have developed more acceptable behavior habits such as raising their hand in order to speak, sitting properly in chairs, etc. Attention span of the group is generally longer.

* * *

They seem happy and well adjusted. They know what is expected of them and behave well in the library.

* * *

I find that the children are more independent. There is more time to teach in depth and teach mastery.

* * *

1. It promotes greater independence among younger children.
2. Enables teachers to provide wider range of examples and teaching methods for "quality learning".
3. Provides child with more and varied peer experiences and relationships.

* * *

In regard to the students in the speech program. The children in the full-day program are progressing at a faster rate, than the students in the half-day program.

A. 1. continued

2.

In our situation and only seeing the students for 30 minutes one a week, it is very difficult to distinguish between the two classes.

* * *

Children in the full-day program seem to have grasped various basic skills faster than those of the half-day. Such skills are, organizing of simple shapes to produce a recognizable subject, being able to handle various materials without confusion; being able to listen and carry out instructions. Children also seem to be more mature, although maybe not as mature as students in the past they also seem to be easier to instruct.

* * *

Provides more continuity of program (more time for initiation and completion of activities), as well as an opportunity for these students to participate more fully in school activities such as assembly programs and various field trip experiences.

* * *

Classroom teacher has more time to follow up with songs to use during the school day. Scheduling is easier--especially fitting in classes that might otherwise be missed for 1-session day or because of assembly.

* * *

(only applicable to ESL) The ESL full day Kindergarten child has the advantage of being in an English-speaking situation for a longer period of time than the half-day kindergarten child. The ESL child also has exposure to English speaking peers. Students in pull-out programs, if mature enough, can profit from full-day k program.

A. 2. Briefly describe the weaknesses of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

I see no weakness. They receive everything and more than the 1/2 day and are able to cope since most are use to school before this year.

* * *

I feel lunch time is too long. I have children at 2:30. They are tired.

* * *

Class size is too large in both kindergarten classes, half and full.

* * *

The children are sometimes tired when I see them. Their music time is in the afternoon. They were especially tired at the beginning of the year.

* * *

I see no weakness in this program. (Weakness in 1/2 day kindergarten).

* * *

I am not aware of any. The only thing is they seem a bit "itchy" by the end of the day.

* * *

The less mature child is not alert and seems to lose interest quickly.

* * *

1. Too long lunch period perhaps - cut recreation time and place it closer to the end of day for a gradual slowing of in class learning.
2. Children seem to be tired in P.M. therefore more discipline and time to reorganize class after interruptions.

* * *

The students in the full-day program tend to be too tired in the afternoon to benefit from speech instruction.

* * *

Same as above, it is really hard to tell!

* * *

Children seem to pick up faster more bad habits than those of the half day program. Such habits would be becoming too social, more aggressive or bossy. Students aren't as timid or shy, (this is not a weakness). Students don't handle materials as successfully as those of the full day students. (Referring to weakness of half-day.)

* * *

A. 2. continued

A percentage of five year olds are not ready for a complete full day of instruction. Some are too imature and less task oriented than others. Many have had no prior pre-school experience and thus may experience some problems in adjusting to a full daily schedule.

* * *

None that are visible to me in the time I work with children (20 mins. per week).

A. 3 Briefly describe ways to remedy any weaknesses of the full-day kindergarten pilot program.

Does not apply.

* * *

Cut lunch time to 1/2 hour. Send them home earlier.
Send them home at 2:00 or 2:30.

* * *

Gradually increase the length of the day from September, reaching a full day after a month or so.

* * *

I see no weakness in the Program - (The program should be full time-all over)

* * *

To move any lessons along more quickly to compensate for attention span.

* * *

Screen children before putting them into a full time classroom. If not ready send them home at noon.

* * *

Described above #2

* * *

In our area, it is difficult as noted above.

* * *

Continue to provide both programs allowing students who are capable the opportunity to stay in a full day class. This option should be provided where a full day is in existence.

- A. 4. Briefly describe any difference in the resources supplied to the experimental and control kindergarten classes in your school.

I receive no additonal supplies for teaching one class above another. The classroom itself has no major advantages over a 1/2 day room, that I can see, except for the carpeting.

* * *

N.A.

* * *

None

* * *

None - we teach the same material to both groups.

* * *

None - we teach the same material to both groups.

* * *

None

* * *

They both get equal resources but the half day class has less time in the classroom for instruction.

* * *

Unknown

* * *

NA

* * *

None, as far as Elementary P.E. is concerned.

* * *

To the best of my knowledge, there are no significant differences in the instructional resources supplied to these groups.

* * *

None that apply to me since I use my own materials and have the same things available for both groups.

* * *

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten (attach additional pages if necessary).

It is hard to compare groups since I teach them at different times.

* * *

Full Day kindergarten should be offered to all students entering the Hamilton Township Public Schools.

* * *

A lot of the questions didn't have anything to do with PE. We teach 1/2 day and full day kindergarten the same material. Both classes seem to pick up what we are doing. Most of the students follow directions. We have a few problem students, but we set them out until their behavior is better.

* * *

Most of the questions don't relate to P.E. class. We teach the same material to both 1/2 day and full day kindergarten classes. I feel some of the full day students become tired by afternoon decreasing the quality of instruction.

* * *

I have seen these children less than 5 times for instruction and I am therefore at a disadvantage in giving my appraisal. It is difficult for me to decide if the acute differences in these groups are the result of the full day program or lack of it, or other factors such as differences in expectations of the teachers or abilities of children involved.

* * *

The full day program seems to be working out nicely. The children are not so rushed. There is more time to develop activities-especially art, music and storytelling. Personally, my child is in an all day program, and learns a great deal through the above learning mediums.

* * *

I feel that the full day program is more beneficial because there is more time for instruction

* * *

The main strength of full day kindergarten for resource teachers is the flexibility in scheduling. I'm sure this applies to all resource areas, not just music. With scheduling problems being a big concern with teachers today, the full day program could certainly alleviate some of these problems.

The full-day kindergarten I teach has music in the afternoon (1:10-1:30) and children are always very alert and responsive--as much as or more than the 1/2 day groups I teach.

KINDERGARTEN QUESTIONNAIRE FOR RESOURCE TEACHERS

- A.1. Briefly describe the strengths of the full-day kindergarten pilot program by answering the following questions to the best of your ability:

For speech purposes, the children in the full-day program can match-up sounds with letters making it easier to begin working on remediation of specific sounds.

* * *

The students in the full-day kindergarten classes seem to pay attention more so than the 1/2 day students.

* * *

The full day students tend to listen and follow directions although full day kindergarten students are usually tired by the end of day.

* * *

No comment written

* * *

I don't feel there has been any difference between the two programs. The maturity development, as well as academic from my involvement in the classroom is the same.

* * *

I think the children can discover, explore and experience many more things in a less hurried and deeper manner. They seem to be more a part of the school not just half day visitors. They are certainly not any less enthusiastic. The children also seem to be or to have better manual skills, and at times better listening skills.

* * *

There were no comparison between the two as for strengths in music.

* * *

The full-day kindergarten pilot program affords the child ample opportunity to develop perception, motivation, values, and attitude. There is ample time to present the curriculum and develop skills to mastery.

* * *

Not as rushed-more time for follow through and to give each child what he/she needs.

* * *

Students become better acclimated to the school routine their peers, and the curriculum. The teacher has a ple time, to not only teach the needed skills, but in addition, to re-enforce them through diversified experineinces. Too, the social-ization process is greatly enhanced due to greater involvement.

* * *

KINDERGARTEN QUESTIONNAIRE FOR RESOURCE TEACHERS

A.1. continued

The full day kindergarten provides a sufficient amount of time for projects so the child is not rushed into a poor project.

* * *

It seems to allow the children to socialize and emotionally adjust to peer situations they will be encountering in later elementary years. They seem to feel like a more consistent and permanent part of their school. (Parents seem more involved also). Children are getting a prolonged time for educational stimulation and feedback from the teacher which may provide quicker learning and carryover of skills taught.

* * *

I find the all day kindergarten students pay attention better they also follow directions more.

* * *

I find the all day kindergarten students pay attention better they also following directions well.

* * *

Students developed more abstract thinking abilities in full day kindergarten.

* * *

The full day kindergarten test scores are better than last year. They learned more skills this year.

* * *

Full day children showed greater accomplishment earlier in the year.

* * *

Obviously there is more time to complete work or a project. Everything is more relaxed and not as rushed as with the half day session.

KINDERGARTEN QUESTIONNAIRE FOR RESOURCE TEACHERS

- A.2. Briefly describe the weaknesses of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

The only problem I could think of is the attention span of the children in the afternoon. Some children become tired and less attentive in the afternoon.

* * *

Some of the full day students were not ready for a all day session. We had some behavior problems.

* * *

One weakness for full-day kindergarten is that the day is too long for some of the students.

* * *

No comment written

* * *

I feel the weakness of the full day has been the person implementing the program, as well as the number of students in the class.

* * *

As the students become more a part of the school they acquire or have a better chance of taking on bad habits (attitudes, wiseness, etc.) they also are more independent in a negative way, pushing, fighting, grabbing, yelling, very protective of "theirs". For the children that are less mature than others I think the half day is too much, too long.

* * *

Equally the same as for as weaknesses.

* * *

Children that are immature find it difficult to cope with being in an all day learning environment. Some of these youngsters become behavior problems.

* * *

No comment written

* * *

A prime weakness would be in the area of student immaturity. A full day may be lengthy for the immature child at the beginning of the school year.

* * *

I can not see any.

* * *

Not all children would be candidates for such a program, and not all parents seem to want their 5 year olds "out" all day.

KINDERGARTEN QUESTIONNAIRE FOR RESOURCE TEACHERS

A.2. continued

No comment written

* * *

Some of the students seem more tired after being in school all day.

* * *

Full day students were tired and rammy at end of the day.

* * *

I feel that not all of the children are mature enough for the full day program.

I had one child this year whose attention span was very poor. He was always falling asleep.

* * *

Some of the children seem burdened by a full-day structured program. They need more time for play.

* * *

No comment written

* * *

Does not apply (N.A.) to us.

* * *

No comment written

* * *

No comment written

* * *

Even though the children act more mature than the half day children they are also more social and sometimes are harder to quiet down. They also are a lot more territorial and aware of what is theirs.

* * *

Children do get tired by the end of the afternoon, however, this has been a good time for seeing the class for special lessons.

* * *

No comment written

* * *

Without the proper rest during the day, some students may have trouble making the adjustment to a full day of structured activities. However, if the pace is slowed down I don't feel that more children will have a problem.

KINDERGARTEN QUESTIONNAIRE FOR RESOURCE TEACHERS

- A.3. Briefly describe ways to remedy any weaknesses of the full-day kindergarten pilot program.

No comment written

* * *

Maybe screen the students better.

* * *

Screen the students thoroughly.

* * *

Some children are too immature to be in school at all, let alone a full day session. Perhaps another cut-off date for age would be more suitable. Older students for full day and the younger ones for the half day.

* * *

By carefully screening those people who would be teaching the program and keep class size at 16.

* * *

No comment written.

* * *

N/A

* * *

Through testing, it might be possible to determine the group of children that are ready to learn and develop social-emotional readiness as well as reading and number concepts.

* * *

If it seems too long let them leave one hour earlier or start one hour later in the morning.

* * *

An appropriate remedy for the above would be for the teacher to balance the teaching and the social activities according to the needs of the students.

* * *

Does not apply.

* * *

Provide a full and half day program for each school and to more effectively siphon out those children which could be full day candidates.

* * *

No comment written.

* * *

No comment written

KINDERGARTEN QUESTIONNAIRE FOR RESOURCE TEACHERS

C.3. continued

Heavier concentration on art work perceptual skills early in the day. Play period and break period at the end. Later lunch to get more in the morning.

* * *

Maybe those immature children could stay in a nursery school situation for an extra year.

* * *

Perhaps more time is needed to play in an unstructured, although supervised manner.

* * *

No comment written

* * *

(N.A.) in our area of instruction.

* * *

No comment written

* * *

No comment written

* * *

If it were possible, to limit the class size (15-20).

* * *

Time will help correct weaknesses as they become apparent.

* * *

None evident with this group.

* * *

No comment written.

KINDERGARTEN QUESTIONNAIRE FOR RESOURCE TEACHERS

A.4 Briefly describe any difference in the resources supplied to the experimental and control kindergarten classes in your school.

NA

* * *

None

* * *

No comment written

* * *

No comment written

* * *

As a resource person I have worked with each group equally.

* * *

None

* * *

OK

* * *

No comment written

* * *

. No comment written

* * *

No significant difference is evident in the resources supplied. In fact, the full time class should benefit from the possibility of available time to fully develop a lesson.

* * *

I bring the same supplies to both classes.

* * *

There, to my knowledge, seems to be no differences in resource supplied to control as experimental kdgs.

* * *

No comment written

* * *

No comment written

* * *

None in art.

* * *

No comment written

* * *

None

KINDERGARTEN QUESTIONNAIRE FOR RESOURCE TEACHERS

A.4. continued

No comment written

* * *

(N.A.) in our area of instruction.

* * *

No comment written

* * *

No comment written

* * *

No comment written

* * *

No comment written

* * *

For vocal music there is no difference.

* * *

As far as Physical Education is concerned there were no differences in the program presented to the half day or full day class.

KINDERGARTEN QUESTIONNAIRE FOR RESOURCE TEACHERS

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

No comment written

* * *

No comment written

* * *

No comment written

* * *

No comment written

* * *

The total concept of a full day program is meaningful and should be part of the educational program in the township.

* * *

No comment written

* * *

No comment written

* * *

No comment written

* * *

No comment written

* * *

No comment written

* * *

No comment written

* * *

No comment written

* * *

No comment written

* * *

No comment written

* * *

No comment written

* * *

No comment written

* * *

No comment written

* * *

KINDERGARTEN QUESTIONNAIRE FOR RESOURCE TEACHERS

C. continued

No comment written

* * *

No comment written

* * *

No comment written

* * *

No comment written

* * *

With the difficulty of scheduling resource classes a major concern recently, anything to make that scheduling easier (such as the full-day program) should be considered.

* * *

Having taught only one full day Kindergarten class, I feel, at this time, that there were really no significant differences in the way they responded to the classes and the various activities. I taught them the last period of the day and they did not seem to be any more tired than a half day class would have been.

BEHAVIORAL COMMENTS

Class 1

He is an energetic and dedicated student. He needs to practice more self-control.

(Parent) We are in agreement with your recommendations. Do you have any recommendations on how we might encourage his development of self-control?

He seems to enjoy his life in kindergarten. He needs to develop better work habits and social skills.

He has shown progress since September. He is a very capable student. However, he needs to improve his work habits and social skills.

He has made a happy adjustment to kindergarten life. He is a responsible and industrious student.

He is a very confident and energetic student. He has made a happy adjustment to kindergarten life.

(Parent) He loves kindergarten. You're doing a great job!

He has shown much progress since September. He needs to develop his self-confidence.

He is a very interested and conscientious student. He has made a happy adjustment to kindergarten life.

He is a pleasant and conscientious worker. He is a pleasure to have in class.

(Parent) He enjoys school and works very hard at home practicing what he has learned.

He has made a happy adjustment to life in kindergarten. He needs to put forth effort to do his work carefully and neatly. He is a pleasant and helpful student.

(Parent) We certainly agree that He should put forth more effort to keep his work carefully and neatly done. We definitely will work on it.

He is an industrious and responsible student. He has made a good adjustment to kindergarten life. He is a pleasure to have in class.

(Parent) We are very happy with the progress he has made in kindergarten. He really enjoys going to school!

Class 1 - continued

He is a pleasant and self-reliant worker. He is a pleasure to have in class.

(Parent) His father and I are pleased that he enjoys school so much.

She is a self-reliant and capable student. She has adjusted very well to kindergarten life. She needs to develop more self-control in the social areas.

She has shown much improvement in kindergarten. She is a responsible and conscientious worker. She needs to put forth more effort in group participation.

(Parent) When we play Scrabble she recognizes her letters but I have trouble getting her to learn her numbers from 1-20.

She is a pleasant and conscientious student. She has been very successful in the readiness areas. She has shown progress in group participation.

She is a diligent and responsible worker. She has developed good readiness skills and social habits.

She has made a happy adjustment to life in kindergarten. She is a very capable and responsible student.

(Parent) We are very happy with her adjustment and accomplishment in kindergarten.

She is an industrious and responsible student. She is well liked by her classmates.

She has adjusted very well to kindergarten life. She has shown much progress.

She is a pleasant and conscientious student. She has made a happy adjustment to life in kindergarten. She needs to build more confidence within herself.

She is a self-reliant and responsible students. She has developed good readiness skills and work habits.

She is a pleasant and cooperative student. She has difficulty in the readiness areas. Recommendation for supplemental services will be necessary. Additional practice at home will be beneficial.

(Parent) She has been practicing her numbers and letters at home. Use of games and flash cards is the way we have been learning.

Class 1 - continued

She is a pleasant and responsible student. She works very well with others.

(Parent) We are working on numbers. We made an interesting game with colors and numbers that she did perfectly like many times. We will review it again. We'll work on telling the hour-but all our clocks are either digital or Roman numerals! Please continue to write on her papers when she needs work in a specific area.

BEHAVIORAL COMMENTS

Class 2

He has difficulty settling down to work. He frequently talks to his neighbors and is often inattentive. He needs to learn to concentrate on the right things at the right time. When he settles down, he does good work.

He has shown satisfactory progress in all skill areas. At times, he has trouble settling down to the school routine and needs to be reminded of our class rules. However, he tries hard to correct this habit.

He is a very active child who finds it difficult to settle down to the routine of the classroom. He needs constant supervision in order to finish his work. His frequent talking out loud and getting out of his seat disturbs the whole class. I'm sure his work will improve if he tries to correct these habits. He'll need our guidance along these lines.

He is showing good growth in the basic skill areas. He has a happy and cooperative attitude toward his schoolwork.

He is good-natured and cooperative. He has been making steady progress in his schoolwork, but still needs to concentrate on Reading Readiness skills especially the alphabet.

He is an enthusiastic, pleasant child who has made a good adjustment to kindergarten. His fine attitude and spirit of cooperation are reflected in the good growth he is showing in the basic skills area.

He has shown progress in all areas especially his behavior. I am very pleased.

He has shown progress in all basic skill areas. He is a cooperative student. He needs to take a more active part in class discussions.

Although he tries hard to do his best, the basic skills of kindergarten are proving to be too difficult for him. While he has made some progress, he has not completed the work expected at this time of the year. He needs a great deal of individualized help.

She shows growth in the basic skill areas. However, I feel she is capable of doing better if she would concentrate more on her work. She needs to be reminded frequently of our class rules because she tends to be talkative and disruptive to those around her.

She is not working to ability at this time. She needs a great deal of guidance and supervision in order to make her work well. I am certain that she is capable of more than she lets us know. She also seems to require a great deal of attention both from her teachers and her peers. Her frequent tardiness also affects her work.

BEHAVIORAL COMMENTS

Class 2 - continued

She is a very timid child in class, who frequently daydreams. I am concerned because, although she has made some progress, she has not reached the level of achievement expected at this time of year.

She has been making steady progress in all areas. She is beginning to contribute to the discussions in class and is gaining self-confidence. She still day-dreams at times and as a result, misses out on what is happening in class.

She is a quiet child who has shown growth in the basic skill areas. Her greatest problem at this point seems to be her inability to listen attentively and keep her mind on what is happening. She is inclined to daydream and frequently misses out on directions.

She has shown good progress in all areas. She takes a keen interest in her school work and is very enthusiastic. She needs to improve her self-confidence.

She is an enthusiastic and willing student. Her fine attitude toward school is reflected in her work.

She has shown fine progress in all subject areas. Her fine attitude toward school is reflected in her work. She needs to take a more active part in class discussions.

She is a serious, conscientious child who shows good growth in the basic skills. She takes great pride in her work and always puts forth a good effort.

She is a pleasant girl who has made a good adjustment to kindergarten. She has trouble with some reading readiness skills, especially identification of the alphabet. She needs to develop more confidence in herself.

She is a pleasant child who is showing good growth in her basic skills. She takes keen interest in all work and is a most willing worker.

She shows a good adjustment to kindergarten. She is a pleasant and happy child.

BEHAVIORAL COMMENTS

Class 3

He has experienced some difficulty in adjusting socially to the kindergarten program. I would like to see less aggressive behavior and more patience on his part when he is interacting with his classmates. He should strive to listen carefully when directions are being given, talk less, and slow down so he can do his work neatly.

Due to his emotional immaturity, he has experienced difficulty in some areas of adjustment to the kindergarten curriculum. He has difficulty in sitting still and listening to directions. Consequently, he is unable to do his independent work correctly. He has made considerable strides in his social development. I enjoy having him in class.

He has made great strides in his social development and has gained considerable self confidence since the beginning of the year. He now is enjoying all aspects of our program. I believe he is now ready to begin developing the academic skills required in kindergarten. I anticipate improvement in this area by the end of the year. I enjoy having him in class.

He has adjusted fairly well to the kindergarten program. He appears to enjoy all of our activities. He is beginning to show more class participation and is responding when he is called on in class. He needs to work on number and letter recognition at home. I enjoy having him in class.

He has adjusted very well to the kindergarten program. He appears to enjoy all of our activities and is cooperative at all times. As the year progresses, I anticipate that he will begin to participate more in oral activities. I enjoy having him in class.

He has adjusted fairly well to the kindergarten program. I would like to see him listen much more carefully when directions are being given so he can work to the best of his ability. I enjoy having him in class.

He appears to enjoy all the activities of the kindergarten program. He is most cooperative and eager to please at all times. He must begin to stop talking and start listening much more carefully so he will be able to follow directions. I enjoy working with him each day.

He has experienced some difficulty in adjusting to the kindergarten curriculum both socially and emotionally. I have seen considerable improvement in his behavior since the beginning of January. I enjoy having him in class.

Class 3 - continued

She has made considerable strides in her social development during the year. She must begin to listen as directions are being given before she begins to work. She is responding much more positively to constructive criticism. I enjoy working with her.

Due to her emotional immaturity she has experienced extreme difficulty in adjusting to the kindergarten program. She must begin to sit still and to listen so she may begin to master the skills required to complete the kindergarten curriculum.

She appears to enjoy all the activities of the kindergarten program. I would like to see her begin to work through her independent papers with less individual attention. She should work on number and letter recognition at home in order to master these skills by the end of the year. She is polite at all times and I enjoy working with her.

She strives to work to the best of her ability at all times and is making steady progress in kindergarten. She is most cooperative and eager to please at all times. I enjoy having her in class.

She has made an excellent adjustment academically to the kindergarten program. Since Christmas I have seen a noticeable improvement in her emotional stability. She appears to be much happier and as a result is becoming more involved in all activities and worrying less about things at home. I truly enjoy working with her.

She has adjusted very nicely to the kindergarten curriculum. She is most polite and cooperative at all times. I would like to see her concentrate on improving her work habits by listening carefully to directions and working steadily to complete her work on time. I enjoy having her in class.

She has adjusted very nicely to the kindergarten curriculum. She appears to enjoy all of our activities and cooperates at all times. I enjoy having her in class.

(Parent) We hope to help her improve in those areas marked - indicating need for more improvement.

She has adjusted very nicely to the kindergarten program. She appears to enjoy all of our activities and is eager to please at all times. She has made significant strides in doing things independently. I enjoy having her in class.

BEHAVIORAL COMMENTS

Class 4

He is a capable member of our classroom. He needs to practice self control with his speech and actions. His work would show improvement if he would improve his attitude and work habits.

He is an active and responsible student. He needs to practice more self-discipline.

He seems to enjoy his life in kindergarten. However, he is having difficulty in the readiness areas. He needs to use his time in a more advantageous manner.

(Parent) It appears to me that he doesn't want to settle down and learn. He is helped at home. I have found that his attention span is very short. He gets reinforcement from home. It's up to him to want to learn. I will continue to encourage him.

He is an active and observant member of our classroom. He needs to improve his attitude towards his daily work and activities. He also needs to practice more self-control.

He is a capable and active student. His attitude seems to hinder his potential in daily activities. He needs to practice more self-control.

He is an inquisitive and active student. His work habits and social development need improvement.

His attitude has improved greatly towards his life in kindergarten. He is a responsible and interested student. He still has difficulty with the reversal of some letters.

He is a pleasant and cooperative student. He needs to improve on his self-reliance. Also, the readiness areas need added improvement.

He has shown much growth in all areas since September. I am pleased with his progress.

He is a responsible and independent worker. He has shown much progress in all areas since September. He needs added practice in the reading readiness areas.

He has shown social and emotional growth in kindergarten. His work habits need improvement.

(Parent) I have been trying to improve his interest in school work.

Class 4 - continued

She is a careful and confident student. She needs to practice more self-discipline in group situations.

She has shown much improvement in kindergarten. Her growth has been concentrated in the readiness areas. She needs to practice more self-control in her speech and actions.

She has adjusted well to kindergarten life. She needs to concentrate on reading readiness areas. She can practice a little more self-control in the social areas.

She is a responsible and cooperative student. She needs to practice more self-confidence in her daily activities.

She is a cooperative and pleasant student. She needs added help in the reading and number readiness areas.

She appears to like her life in kindergarten. She is an industrious worker. More effort can be put forth in the oral sharing experiences.

She displays much interest and independence in her work. She has adjusted very well to kindergarten life.

She is a diligent and independent worker. She appears to enjoy her experiences in kindergarten.

(Parent) We are very pleased with her work and attitude in kindergarten.

She has adjusted very well to kindergarten life. She has been successful with its daily activities. However, her work can improve on neatness.

She is an industrious and pleasant student. She has adjusted very well to kindergarten life.

She has adjusted to her school activities very well thus far. She is a pleasant and self-reliant student. She needs to concentrate on better listening skills.

She is a pleasant and independent student. She needs to put forth more effort in group discussions.

BEHAVIORAL COMMENTS

Class 5

He can do very neat work when he puts forth the effort but he frequently makes mistakes because he hurries and does not take time to check his work. He also spends considerable time talking. I am pleased with his interest in reading and the progress he is making. I wish he could remember his assignments such as the pictures for the "letters" they are learning each week. He also forgets to do jobs he is assigned in the room.

This is a fine report. He is very capable and accepts responsibility. He speaks in a mature manner, expresses himself well and has an excellent vocabulary. He will argue his point if he thinks he is right and finds it difficult to admit being wrong. Although he has improved, he still needs to concentrate on his work and not worry about what someone else does. I am pleased with his interest in reading and the progress he is making.

(Parent) We are very pleased with his first report card.

This is a fine report. I am pleased with his progress and especially his enthusiasm for reading. He has an excellent vocabulary and contributes a great deal to our discussions. During "show and tell" however, he seems to have very little to share with us. He can work well independently but there are times when he acts silly and talks too much. Changing his seat recently seems to have helped. His handwork and art are usually very well done and show originality.

He has made a great deal of progress and matured considerably since September. He seems to have made a good adjustment to the full day program. He does not appear tired and finds it difficult to even be quiet for a short time during rest period. He shows an interest in reading and is pleased when he learns something new.

He is capable of doing well but some social habits need to improve. He spends too much of his time talking and fooling instead of listening or working. He is very competitive and it is difficult for him to accept losing. He shows originality in art work. He is also clever in being able to figure out how things work and explaining it to others. I am concerned about his stuttering and I have spoken to the speech teacher again.

(Parent) I am also very concerned about his speech. Last time I spoke to the speech teacher she felt he would outgrow his problem and advised me to be patient. If your latest conversation with her indicated anything different please advise.

accepts responsibility and is one of the best helpers in the room. He has shown progress especially in reading readiness but is weak in number readiness. His handwork and art also needs to improve. He needs to use his time more efficiently and concentrate on his work instead of talking so he can finish in the allotted time. He participates and contributes a great deal to our discussions.

Class 5 - continued

He adjusted very quickly to a new school situation and made friends easily. He is a conscientious student and all work is carefully done. He shows considerable talent and originality in his dealings. I hope his interest in this area continues. He has an excellent vocabulary and is able to explain things in a mature manner. I am also pleased with his interest and progress in reading.

(Parent) We are very pleased with enthusiasm toward school. He thinks it's "great".

He is making progress but still has difficulty in several areas. His inability to concentrate, short attention span, and lack of interest in number and reading readiness would seem to indicate immaturity. However, when he does accomplish or does something well, he is so pleased. I try to praise him whenever possible. He has a pleasant personality and enjoys helping others.

(Parent) I am still working with at home. He as you know is more interested in play than math and reading at times. I feel like I'm torturing him as I know I give in too easily. I'll try harder with him.

This is an excellent report. He is an asset to our class. He participates enthusiastically in all our activities. His work is always carefully done and shows originality. He retains information and has an exceptional vocabulary adding a great deal to our discussions. He accepts responsibility and is most capable. I am pleased with his interest and progress in reading but also realize that he has an unusual ability in math for his age level.

We welcome her to our class and hope she will enjoy her new school as well as learning very interesting things. She has not been in this school long enough to receive grades in the various areas, however, I thought you might like to see what we hope she will accomplish by June.

She is a pleasure to teach. She is eager to learn and is doing especially well in reading. She has excellent work habits. She does not give lengthy descriptions during "show and tell" but contributes a great deal to our group discussions. Although still rather shy, she is gaining self-confidence. She also enjoys the other children and has made friends.

She is a sweet little girl who tries hard to please and to do well. She is maturing and learning not to get upset when she makes a mistake. She is also gaining more self-confidence as she realizes her own abilities. She is so interested in reading and I am pleased with her progress. She exhibits good work habits which will also help her to improve and learn.

(Parent) We are very pleased with her report card. We've known about her interest in reading for she's constantly going thru books searching for words she knows. Thank you. 502

Class 5 - continued

I'm pleased to see that she has made some progress especially in reading readiness but she is still weak in number recognition and concepts. She is not sure of the numbers and frequently counts on her fingers. Many of her difficulties stem from very poor work habits especially the ability to concentrate on her own work and not talk so much to others.

She has a wonderful personality. She is friendly and always willing to help others. She speaks clearly and expresses herself in a mature manner. Her handwork is very neatly done but she needs to learn to finish the work in the allotted time. Perhaps if she worked more and talked less she would finish faster. She is doing well in reading readiness.

(Parent) I am pleased with this report and I agree with your comments. I will continue working with her at home on these areas.

She is an excellent student. She shows an interest in all our activities. Her drawings and handwork are beautifully done and show a great deal of originality. She is conscientious, cooperative and eager to please. Occasionally she will comment on what another child is doing, telling them they are doing something wrong which does not make for good relations with others. She enjoys reading and I am so pleased with her progress.

(Parent) We are very pleased with . She enjoys your class. Thank you.

She is a very nice little girl but she is still somewhat quiet and shy. She has gained more self-confidence but has to be encouraged to participate and contribute to our discussions. She is trying and I am pleased with her progress.

It is a pleasure teaching her. Her work is always carefully and neatly done. She listens, follows directions and has developed excellent work habits. She is able to concentrate and uses her time to good advantage. I am pleased with her interest and progress in reading. She is helpful and seems well-liked by the other children.

She is eager to learn and is doing especially well in reading. She contributes a great deal to our discussions but does not go into much detail during "show and tell". Although she can print her name she has become careless at times. She enjoys art work and does well but I notice that she sometimes looks to others for ideas rather than expressing her own.

She has a pleasant personality and seems to be well-liked by the other children. She is willing to help others. She has begun to show some improvement but I am concerned about the areas in which she is weak. Her attention span is quite short but I do not feel she is working up to her ability. She hurries through her work with very little thought so it is carelessly done. She does better when she receives help on a one to one basis but she must learn to work independently. She shows an interest in reading readiness work but number skills are slow to improve.

Class 5 - continued

This is an excellent report and she is a pleasure to teach. Her handwork and drawings are beautifully done and show thought and originality. She enjoys reading and I am pleased with her continuing progress. She has an extensive vocabulary, retains information and contributes a great deal to our group discussions.

(Parents) We are very pleased with her report. She thoroughly enjoys school and is equally proud of her work!

This is an excellent report. It is a pleasure having her in our class. She is a perfectionist and all her work is beautifully done and shows considerable originality. I hope her interest in art continues. Although I do not want her to hurry, she will need to learn to finish in the allotted time. She listens and follows directions. She enjoys being my helper and working with the other children. I am pleased with her interest and progress in reading.

(Parent) We are very proud of her report, and her great strides of development. Her progress, we feel, is directly attributed to her wonderful teacher.

She is eager to learn and is very observant. I am especially pleased with her reading skills. She particularly likes to read to others. Her handwork is beautifully done and shows originality. She contributes to our discussions but sometimes forgets to wait her turn and interrupts others in her eagerness to speak. She is always willing to accept responsibility.

(Parents) I am very pleased with how much she is learning. I think part of it is the fact she observes very closely to us helping her sister. She can do the work her sister does. She really likes school.

She has a pleasant personality and seems to be well-liked by the other children. She is willing to help others. She has begun to show some improvement but I am concerned about the areas in which she is weak. Her attention span is quite short but I do not feel she is working up to her ability. She hurries through her work with very little thought so it is carelessly done. She does better when she receives help on a one to one basis but she must learn to work independently. She shows an interest in reading readiness work but number skills are slow to improve.

BEHAVIORAL COMMENTS

Class 6

He has profited by repeating kindergarten and has made a satisfactory adjustment to our full day program. He has shown some improvement in work and social habits and is very interested in our activities. However, he continues to have difficulty with the alphabet and numbers from 6 to 10. Perhaps some extra help at home will be beneficial.

(Parent) I'm really glad he is doing better and I will work with the alphabet and numbers.

He has made a satisfactory adjustment to our full day kindergarten program. He has tried to be more cooperative and has shown improvement in many work and social habits. He is very interested in our activities and enjoys participating. However, he is having some difficulty understanding placement (between second) terms and quantitative (fewer, less) terms. Perhaps some extra help at home will be beneficial.

He has made a gradual adjustment to our full day kindergarten program. He has tried to improve his behavior, but needs to try harder to listen more attentively and work more quietly. He is having difficulty with important readiness skills--rhyming words (bear, chair), recognizing the letters of the alphabet and beginning sounds. Perhaps some extra help at home will be beneficial.

He has profited by repeating kindergarten and has made a satisfactory adjustment to our full day program. He has more confidence in himself and has learned to do his work independently. However, he should try to improve some of his work and social habits, since he is sometimes unduly noisy and has difficulty working in harmony with others. He needs reinforcement in recognizing his right and left hands and understanding placement terms (before, after, first, second, etc.) Perhaps some extra help at home will be beneficial.

He has made a very good adjustment to our full day kindergarten program. He is making excellent progress in our readiness program. He is capable of retaining information and can understand and follow directions accurately. However, he needs improvement in his work and social habits. He forgets to listen while others are talking and is often unduly noisy when he is working. He should take more pride in his assignments, since he often completes them carelessly, sometimes making unnecessary errors.

He has had considerable difficulty adjusting to our full day kindergarten program. He has an extremely short attention span, and continues to be restless and inattentive, sometimes falling asleep when he should be listening. He needs to improve in his work and social habits, and needs much reinforcement in numbers and reading readiness skills (rhyming words, beginning sounds, alphabet). Perhaps, if he went to bed earlier and received extra help at home, it would be beneficial. It may be necessary to consider retaining him in kindergarten.

Class 6 - continued

He has made a very good adjustment to our full day kindergarten program. He has developed desirable work and social habits, and shows a great deal of interest in our activities. He is making satisfactory progress in our readiness program, but is having difficulty recognizing numbers from 6 - 10 and counting 11-20. Terms such as "before" and "after", "lesser than" and "more than" sometimes confuse him. Perhaps some extra help at home will be beneficial. He is usually well-behaved, and works in harmony with others.

He has made an excellent adjustment to our kindergarten full day program. He has formed desirable work and social habits and is very interested in our activities. He is capable of following directions, and does his work neatly and accurately. He is making very good progress in our readiness program. He is well-behaved and enjoys being a "good helper".

She has made a satisfactory adjustment to our full day kindergarten program. She is interested in our activities and enjoys participating. However, she should endeavor to improve some of her work and social habits. She is often unduly noisy and restless and should try to listen more attentively. She is making good progress in most of her readiness skills.

(Parent) I am pleased with her progress since the beginning of the year. Any suggestions for at home help would be appreciated.

She is making a gradual adjustment to our full day kindergarten program. She is interested in our activities and enjoys participating. She has tried to do her work more neatly and has endeavored to listen more attentively. However, she continues to be unduly restless and noisy at times. She is making progress with numbers and beginning sounds, but needs reinforcement in rhyming words (chair, bear) and placement terms, (before, after, between). Perhaps some extra help at home will be beneficial.

She has made a gradual adjustment to our full day kindergarten program. She is interested in our activities, and enjoys participating. However, she often shows undue interest in what others are doing, and forgets to do her own work. She sometimes needs prodding to complete her assignment and take care of her materials. She should try to listen more attentively and work in better harmony with others. She has shown some progress in most readiness skills.

Class 6 - continued

She has made an excellent adjustment to our full day kindergarten program. She is interested in our activities and has made very good progress in our readiness program. However, she still needs to improve in her work and social habits, although she has made some effort to be more cooperative and has tried to work in better harmony with others.

She has made a very good adjustment to our full day kindergarten program. She is making excellent progress in our readiness program. However, she should make a greater effort to improve her work and social habits. Although she has shown some improvement, she sometimes forgets to use a soft voice, and work in harmony with others.

(Parent) I will talk to her about her loud voice and social habits.

She has made a very good adjustment to our full day kindergarten program. She has improved in most of her work and social habits and is making excellent progress in our readiness program. She is very receptive and is capable of retaining information and following directions accurately. However, it would probably help her to start her day more pleasantly, if she were to arrive on time.

She has made a very good adjustment to our full day kindergarten program. She is very conscientious and takes a great deal of pride in doing her work neatly and accurately. However, she continues to be very sensitive about making the slightest mistake and needs much reassurance. She has made excellent progress in readiness skills and has developed desirable work and social habits. She enjoys being a "good helper".

(Parent) I am very proud of this report card.

She has made a satisfactory adjustment to our full day kindergarten program. She is developing desirable work and social habits, and has shown an increased interest in our activities. She is capable of following directions accurately and works well independently, as well as with others. She is making very good progress in most of her readiness skills.

She has made a very good adjustment to our full day kindergarten program. She has shown an increased interest in our activities and enjoys taking part. She has developed desirable work and social habits. Although she continues to be quite shy about expressing her ideas, she has more confidence in herself. She is making great strides in our readiness program.

She has made a very good adjustment to our full day kindergarten program. She has developed satisfactory work and social habits and is making progress in most readiness skills. She has a better understanding of beginning sounds and is gaining a good concept of numbers. However, she sometimes needs to be reminded to use a softer voice. (parent's comment on next page)

Class 6 - continued

(Parent) I am very pleased with her report card. I also feel she has made a good adjustment to kindergarten. She looks forward to school and seems eager to please. I am also aware of her loud voice. I have been told this in direct relationship to her ears in that she doesn't realize how loud she sounds. I also remind her to talk softer.

She has made a gradual adjustment to our full day kindergarten program. She is interested in our activities and enjoys participating. She is trying to improve her work and social habits. However, she has difficulty retaining information and because she fails to recognize most of the letters of the alphabet, she is having trouble identifying beginning sounds. Perhaps some additional help at home will be beneficial. She is cooperative and tries to be well-behaved.

She has made a very good adjustment to our kindergarten (full day) program. She is very conscientious and takes a great deal of pride in her work. She has formed desirable work and social habits, and is making satisfactory progress in most readiness skills. She has improved in the use of most art materials, and enjoys participating in our activities. She is usually pleasant and well-behaved.

(Parent) She enjoys her work in school. She always has something nice to say about her day. She has become a good homework student at home. Thank you.

She has made an excellent adjustment to our full day kindergarten program. She has developed desirable work and social habits. She is conscientious and endeavors to follow directions accurately and do her work neatly. However, she sometimes forgets to do her work from left to right. She is making very good progress in our readiness program.

(Parent) I'm very proud of her report. I'll work with her on her weak points.

Class 7

He had adjusted very well to the full day program. He has made considerable progress in many areas. Progress in the development of reading readiness skills has been excellent. He has a good number concept. He is gaining skills in the use of English. Improvement should be made in getting started and finishing tasks on time. He works slowly, attention wanders and his excellent skills are not being applied to his tasks.

(Parent) I completely agree with your remarks.

He is making excellent progress. He is developing reading readiness and number skills with considerable ease. He has adjusted very well to the full day program. He is making progress in developing desirable work habits, but he needs to listen more carefully to follow directions accurately. He is showing improvement in learning to work with others.

He has made excellent progress. He is developing desirable work habits and applying them in every day tasks and experiences. Reading readiness skills are excellent and a reading vocabulary is developing. Number skills are also good with concepts of #0-20 developing.

(Parent) We are pleased with development and hope he continues to do well and enjoy school as much as he does now!

He has adjusted very well to the full day kindergarten. Work habits are developing with progress being made in listening more attentively. He is also making progress in developing fine motor skills needed in coloring and use of scissors. Skills in reading readiness and number concepts are excellent.

(Parent) We are greatly pleased with his progress and adjustment. It is evident that this program is being taught with much experience and skill. We are willing to help him continue progressing.

He has adjusted very well to the full day kindergarten. There has been considerable growth in the development of work habits and is evident in his daily work. Considerable progress is also evident in reading readiness and math skills. Visual perception is developing, but he still has difficulty and is slow to name letters that are similar!

He has made a good adjustment to the full day kindergarten. He is friendly and cooperative. He has a good vocabulary, keen memory, and contributes frequently to our discussions. Skills in reading readiness and number concepts are developing very well. Improvement in some work habits will help him finish his tasks.

Class 7 - continued

He is friendly and cooperative. He adjusted very well to the full day in kindergarten. He tries very hard and always does his best. He has shown tremendous growth in fine motor control. His work is carefully completed on time. Other important work habits are also being established. He is developing more self-confidence. Reading readiness and number concept skills are excellent.

He is friendly and cooperative. He has made a good adjustment to the full day kindergarten. He has shown considerable progress in social development and work habits. Skills in reading readiness and numbers are developing with considerable ease.

He has adjusted very well to the full day kindergarten. He is making progress in the development of reading readiness and number skills. He has gained more self confidence and has had success in learning new skills. Listening skills need reinforcement so that progress may continue.

(Parent) I would appreciate it if you could tell me if he continues to have problems in school.

He has shown considerable growth in several areas since September. Desirable work habits are developing. He has been persistent in learning new skills and has made progress in number readiness skills and reading readiness.

He is making excellent progress in the development of work habits and skills. He has a keen memory. He is an active participant in all activities. He is enthusiastic and eager to learn.

(Parent) We are very pleased with his adjustment and progress so far.

She is making progress in all areas. She has shown considerable growth in the development of work habits. Following directions has been difficult for her. She is gaining more self control and is learning to solve problems that occur. She is showing some progress in the development of skills in reading readiness and number concepts. She has difficulty applying these skills to complete assignments. Visual perception is slow in developing and declines as the task continues. Further testing and evaluation by the Child Study Team will help us determine her needs.

(Parent) We are glad to see she is showing progress and are anxious to see results of CST evaluation.

Class 7 - continued

She has adjusted very well since she entered our class in December. She has made friends and seems to enjoy school. She is establishing some work habits. However, she needs to get started and finish tasks on time. She has difficulty following directions. She is making very good progress in developing reading readiness and number skills.

She has made a good adjustment to the full day program. She is establishing desirable work habits, and making progress in finishing her tasks on time. Her attention wanders and she is frequently late in completing tasks. She is learning to listen more carefully so that she may follow directions accurately. Normal progress is being made in the development of reading readiness and number skills. She is friendly and cooperative.

She has made a good adjustment to the full day kindergarten. She is establishing desirable work habits and applies them in every day activities and tasks. Reading readiness and number skills are developing with normal progress. She is friendly and cooperative. She is an active participant in class activities.

(Parent) We're glad to see she is making satisfactory progress.

She is making excellent progress in the development of work habits and skills. She is friendly, cooperative, and an eager participant in all activities.

(Parent) I am very pleased with her report and hope she continues to do well. She loves school!

She has adjusted very well to the kindergarten full day program. She is making progress in the development of desirable work habits. Listening habits are slower to develop and sometimes cause problems in following directions accurately. She works neatly and carefully. Reading readiness and number skills are developing very well. She is friendly and cooperative.

She has made a good adjustment to the full day kindergarten. She is cooperative and an active participant in all activities. She is developing important work habits. Listening skills are slower to develop and she frequently has difficulty following directions. More self-confidence in making decisions will help develop better skills in following directions. Normal progress is being made in number skills. Further development in visual perception skills with help develop reading readiness skills.

She has made excellent progress in reading readiness and number skills. She is creative, a good thinker and has an excellent memory. There is difficulty in visual perception--evident in number and letter reversals. She needs to take more time in completing tasks and completing work more carefully. Following directions accurately would also improve if she took more time to think before beginning an assignment.

(Parent) I also feel there has been rapid and excellent progress. We will work at home on the mentioned difficulties. Thank you.

Class 7 - continued

She is friendly and cooperative. She has made considerable progress in learning to understand and communicate in English. She works neatly. She frequently has difficulty following directions, needing considerable individual monitoring. Skills are slow in developing, but she is trying very hard and is proud of her accomplishments.

She is making excellent progress and has adjusted very well to the full day program. She is friendly and cooperative.

(Parent) I'm very pleased with this report. She enjoys school very much. Thank you.

She is making excellent progress in the development of work habits and skills. She is friendly and cooperative.

(Parent) I agree with the comments.

BEHAVIORAL COMMENTS

Class 8

has adjusted to school. He has a short attention span at this stage of his development. He is one of the youngest in this class--and he has not yet decided that it's time to pay attention and let others pay attention. He needs to be encouraged to color at home, to work with numbers, to print color words and number words. is liked by his classmates.

has adjusted to school but has in the past few weeks begun to act immature (young). I am concerned about his behavior and would like to talk with you about him. I also would like to explain some work that he can do at home to help him learn better in school. I am free to talk with you any day at 12 noon or at 3:30 p.m.

as adjusted to school. He has not, however, learned to control himself all day in school. He finds it difficult not to call out answers or remarks but raising his hand is something he hasn't mastered. He does like to draw pictures and he is very good at drawing. He has a good eye for form and color. He is liked by his classmates. He needs a little help on working with number recognition 0-20 (numbers enclosed).

has made a good adjustment to school. Although has a speech problem for he is getting help, this does not keep him from talking. He has to be reminded constantly of school rules. Usually what he has to say is worth hearing. Is he constantly on the move at home? He seems to have difficulty staying put for a length of time. School rules: "Put your hand up" "Give someone else a turn"

has adjusted well to school. He should be encouraged to print his name and do numbers at home, as well as color in coloring books, to develop the small finger muscles. He would benefit from a little review of the work we are covering in school. Please feel free to come and talk with me at noon time or at 3:30 P.M. about review materials.

has made a good adjustment in school. He works hard and steady. Encourage him to bring things for "show and tell". This will put him in front of the class and give him a chance to participate orally.

has made a good adjustment in school. He is liked by his classmates. He works and plays with vigor and enthusiasm. He is creative and capable.

is adjusting to school. He does not listen attentively so that he cannot do what he should. Please work with him on his address and phone number. He is also one of a few who doesn't remember how to read the color words. Please work with him.

Class 8 - continued

has adusted to school but doesn't always pay attention or respond to class rules. He can work well when he wants to do so. He is usually happy and getting along better with his classmates. He seems to enjoy school.

has made a good adjustment to school. He is usually happy and industrious. He is liked by his classmates. He is the youngest in our class and may at times find our work a burden. It's hard to grow up!

(Parent) Thank you for helping him. He shows a willingness and confidence in his study.

She has made a good adjustment to school. She seems interested in learning and eager to do everything. She sometimes is negative in her attitude but it's an attention getting device. Her classmates do seem to like her.

She has made a good adjustment to school. She is a very capable and willing student. I have recommended her for the gifted/talented class--forms for which will reach you shortly. She is reading. She is well-liked by her classmates. I'm delighted to have her in our class.

(Parent) She loves you and school and it shows!

She has made a good adjustment to school. She is a dependable and industrious student as well as a warm outgoing child. She is liked by her classmates.

She has made a good adjustment to school. She reads and is able to do simple addition and subtraction. I have recommended her for the gifted/talented program. She is part of our newly formed "reading group".

She has made a good adjustment to school. She is a good steady student interested in learning. She is liked by her classmates.

She has made a good adjustment in school. She prints her name and alphabet beautifully. She works slowly. Please encourage her to speed up so that she is ready to go on to the next assignment in class. She has made some very good drawings. She has a good sense of color and form.

She has made a good adjustment to school. She is a willing and hardworking student. Playing "school" at home with would be a good way for both girls to review and keep up with their work. She gets along well with her classmates.

Class 8 - continued

She has made a good adjustment in school. She seems to enjoy school and school work but as of last week she's been sitting with her papers in front of her and will work only if prodded. It must be a phase--she can and does finally do the work. She is liked by her classmates.

She has made a good adjustment to school. She is well liked by her classmates for her friendly and happy ways. She is a good, steady student.

She has made a very good adjustment to her new school. She is a very capable and willing student. She reads very well. I have recommended her for the gifted/talented special class--forms for which will be coming home to you shortly. I'm delighted to have her in our class.

She has made a good adjustment to school. She is a steady and capable student. Sometimes I feel she gets a little over-anxious about her work. Please tell her how well she's doing--and that it's allowable and expected that she will make mistakes and not be perfect. She is well liked by her classmates.

REPORT CARDS

Class 1

He has made excellent progress this kindergarten year. His attitudes and abilities have continued to develop. I am confident he will be very successful next year. It has been a pleasure to work with him. Have a good summer.

* * *

He has made great strides this kindergarten year. Continue working with him in the readiness areas this summer using games and "hands-on" experiences. Have a safe and happy summer!

* * *

He has shown progressive improvement this kindergarten year. It has been a pleasure to work with him. Have a happy summer!

* * *

He has shown improvement in the readiness areas this kindergarten year. Continued school experience throughout the summer may help him to better prepare himself for first grade. Have a good summer!

* * *

He has made great effort and achievement this kindergarten year. He has been a pleasure to work with. Have a safe summer!

* * *

He has made good progress this year. He can work this summer on the readiness areas to reinforce his learning. has been a pleasure to work with in kindergarten. Have a good summer!

* * *

He has made good progress this kindergarten year. I am confident he will have continued success in first grade. Have a safe and happy summer!

* * *

He has shown continued success in the readiness areas this kindergarten year. He is becoming aware of his need to practice control in his speech and action. Have a good summer and good luck with your move!

* * *

He has been very successful this kindergarten year. He is ready for first grade. Have a healthy and exciting summer!

* * *

He has shown improvement this kindergarten year. Continue to work with him this summer in the readiness areas. Have a good summer!

* * *

He has developed a good attitude in kindergarten. He has been very successful this year. Have a good summer!

* * *

She has done very well this kindergarten year. Peer interaction this summer will help her social development for next year. Have a good vacation!

* * *

She has shown improvement in the readiness areas. I am concerned with her gross and fine motor skills. She appears to be very slow in developing these functions. This will hinder her progress in first grade unless improved.

Class 1 - continued

She has had a very successful year in kindergarten. I am confident she will be as successful in first grade. Have a safe summer!

* * *

She has been very successful this kindergarten year. I am sure this success will continue throughout her school years. Have a happy summer!

* * *

She has been very successful this kindergarten year. She is ready for first grade! Have a safe summer!

* * *

She has made good progress this year. She can continue this success next year with concentrated effort. Have a good summer.

* * *

She has displayed continued success this kindergarten year. I am confident she will do so in first grade. It has been a pleasure to work with her. Have a safe summer!

* * *

She has been successful this kindergarten year. She is ready for first grade. Have a happy summer!

* * *

She has continued to show progressive improvement this kindergarten year. It will benefit her to reinforce her skills in the readiness areas. Have a good summer!

* * *

She has been very successful this kindergarten year. I am confident she will have continued success next year. Have a good summer and best wishes with your move!

* * *

She has made progress the past few months. Although reinforcement and repetition of kindergarten skills will prove to better ready her for first grade. Work with her over the summer. Have a good vacation!

* * *

She has been very successful this kindergarten year. I am sure she will continue to do so next year. Have a good summer! See you at

Class 2

His growth in maturity is continuing, but not yet consistent. He still needs guidance and support. There has been noticeable improvement these last few months, which is very encouraging. Have a nice summer!

* * *

It has been a pleasure to have him in my class. With his friendly, cooperative attitude, he will always be a pleasant addition to any class. Have a nice summer!

* * *

Although his growth in social maturity is continuing, it is not consistent. He still needs guidance and support. Please allow him more responsibilities at home. Have a nice summer

* * *

He has matured nicely this year, both academically and socially. His friendly, cooperative attitude has made him popular with his peers. It has been nice to have him in my class.

* * *

It's been pleasant having him in my class. He assumes responsibility well and has a fine attitude. With his ability to apply himself to each task, he should receive much satisfaction from his schooling. Have a nice summer!

* * *

He continued to "blossom" as the year progressed. He takes a keen interest in all work and is a most agreeable and willing student. It has been a pleasure to have him in my class. Have a nice summer!

* * *

He has matured nicely this year, academically and socially. He is a pleasant, conscientious child with a fine attitude. I've noticed that he seems to be gaining more self-confidence. I hope this continues. Have a nice summer!

* * *

She has worked hard this year and, as a result, has shown good progress. She is maturing nicely and I hope this continues. Have a nice summer!

* * *

She is a pleasant, conscientious child. It has been nice having her in my room. Have a nice summer!

* * *

She is a pleasant, conscientious student. She has a fine attitude, assumes responsibility well and is well-liked by her peers. She helped to make my year a pleasant one. Have a nice summer!

* * *

Class 2 continued

It has been a pleasure having her in my room. She assumes responsibility well and has a fine attitude toward school. I'm sure she'll do well in the future. Have a nice summer!

* * *

I have enjoyed having her in my room. She is a most agreeable and willing worker. I'm sure she will do well in the future. Have a nice summer!

* * *

She is a pleasant, child who has shown improvement in all basic skill areas. She still needs to develop her attention span and learn to concentrate better. Please allow her more responsibilities at home. Have a nice summer!

* * *

She is a pleasant, cooperative child. I've enjoyed having her in my room. She has matured nicely this year, both academically and socially. With her friendly attitude, she will always be a pleasant addition to any class. Have a nice summer!

* * *

I enjoyed having her in my room. She is a sweet and cooperative child. Please continue during the summer with a review of alphabet identification and beginning sounds. Have a nice summer!

* * *

She will be "transferred" to first grade next year.

* * *

Her report card is a reflection of her attitude in school. She could do better if she decided to apply herself more. Have a nice summer!

* * *

Although her growth in social maturity is continuing, it is not consistent. She still needs guidance and support from both of us. Have a nice summer!

* * *

She has matured nicely this year. It has been a pleasure to have her in my class. Have a nice summer!

* * *

Class 3

He has been a very polite little boy and has worked to the best of his ability all year long. Thank you for all the help you have given at home all year. Happy vacation!

* * *

I have seen considerable positive growth in his social behavior during our second term. He has been a very polite little boy all year and it has been a pleasure to work with him. Happy vacation!

* * *

He has adjusted nicely to our program at . He should continue to work on his beginning sounds over the summer so he will be better prepared for reading next year. Happy vacation!

* * *

He adjusted well to the program at . He must try harder to listen to directions that prepare him for independent work. He should also slow down in order to work neatly at all times. Happy vacation!

* * *

He has shown considerable improvement during the second term in kindergarten. His listening skills are weak and will be his greatest challenge in first grade. Happy vacation!

* * *

He has worked diligently on his academic skills during the second term. I have thoroughly enjoyed him each day he has been in class. He should continue working on letter recognition, number recognition, and beginning sounds to be better prepared for first grade. Happy vacation!

* * *

During the past month he began to show signs of self awareness in regard to good work habits and classroom procedures. I sincerely believe that a "year to grow on" will prepare him for the challenges of first grade. Happy vacation!

* * *

He has shown considerable improvement during his second term in kindergarten. He needs to become more conscious of his self control in class. His seatwork has improved greatly. Happy vacation!

* * *

He has been a polite little boy all year long and I have enjoyed working with him. He needs to continue working on letter and number recognition and beginning sounds to be better prepared for first grade. Happy vacation!

* * *

Class 3 continued

She has worked very hard during her second term in kindergarten. She is beginning to develop more self confidence and appears to enjoy school activities. I have enjoyed working with her. Happy vacation!

* * *

She has been a sheer delight since she has come to . I am certain she will enjoy all aspects of first grade. I have thoroughly enjoyed having her in class and I will miss her. Happy vacation!

* * *

She has shown considerable improvement during the second term of kindergarten. She seems to enjoy all of our activities and works to the best of her ability. Happy vacation!

* * *

She has earned a beautiful report card that reflects her performance in kindergarten for the second term. She has begun to develop some personal pride in her work and should do well in first grade. Happy vacation!

* * *

She has begun to develop a bit of self pride in her work and tries to please at all times. She is polite at all times and has been a joy to teach. Happy vacation!

* * *

She has a beautiful report card that indicates the excellent student that she is. She has been a delight to have in class! Happy vacation.

* * *

She has worked very hard on her self control and has shown considerable improvement. She is an excellent student and I have enjoyed her thoroughly. Happy vacation.

* * *

No comment written.

* * *

During the past month she began to show signs of self awareness in regard to good work habits and classroom procedures. I sincerely believe a "year to grown on" will prepare her for the challenges of first grade. Happy vacation!

* * *

She has done very nice work during her second term in kindergarten. I know she will enjoy reading next year. It has been my pleasure to have her in class this year. Happy Vacation!

* * *

Class 3 continued

She has shown slight improvement this term in Kindergarten. She still needs to continue working on her number and letter recognition and her beginning sounds over the summer so she will be better prepared for first grade. Happy vacation!

* * *

She has made excellent progress in kindergarten this year. She has been a pleasure to have in class. I hope she finds first grade as enjoyable as she found kindergarten to be. Happy vacation!

* * *

Class 4

He has the knowledge and potential to do well. Although his misconduct and poor work habits hinder his success. He will certainly need remediation next year. Hopefully this one-to-one situation will satisfy his need for attention.

* * *

He has improved greatly this kindergarten year. He will need remediation in the readiness areas next year to help him grown in first grade. Have a safe summer!

* * *

He has been very successful this year. He has made great strides in the readiness areas. Have a safe summer!

* * *

He has shown a great interest in school. He has had a happy and enlightening year. He may need some remediation over the summer and next year. Any extra help will greatly prepare him for first grade. Have a safe summer!

* * *

He has shown growth in some areas. Although, he would benefit greatly by a repetition and reinforcement of the kindergarten skills. I want him to get the help he needs! Have a safe summer.

* * *

He has shown much improvement this year. He is a sensitive and courteous child. It has been a pleasure to work with him this year. Have a safe and happy summer!

* * *

He has made great strides this kindergarten year. I am sure he will have continued success. Have a good summer!

* * *

He has shown some improvement at this point in kindergarten. With reinforcement, he can continue to grow in first grade. Have a happy summer!

* * *

He has had a happy and helpful experience in kindergarten. He will continue with remediation in first grade to aid his success at that time. Hopefully, he will show great strides of maturity over the summer.

* * *

She has continued to do well in kindergarten. She has been a pleasure to work with this year! Have a safe summer!

* * *

She has shown continued success this kindergarten year. It has been a pleasure to work with her! Have a happy summer!

* * *

She has been successful this kindergarten year. Have a safe and happy summer!

* * *

She has been very successful this kindergarten year. I am confident that this success will continue throughout her school years. Have a safe and happy summer!

* * *

She has shown progressive improvement this kindergarten year. I am pleased with her success. Have a safe and happy vacation!

* * *

She has done well in the readiness areas. Reinforcement throughout the summer will help continue this success. Have a safe vacation!

* * *

She has been very successful this year. She has developed good working habits in all areas. I am sure she will have continued success in first grade. Have a good summer!

* * *

She has done very well this year. Keep up the good work! Have a safe summer!

* * *

She has had a very successful year. I am sure she will continue to do so. Have a safe and happy summer!

* * *

She has shown improvement this kindergarten year. Have a safe summer!

* * *

She has improved in the readiness areas. With continued work throughout the summer she will continue to do well. Have a restful summer!

* * *

She has shown growth in the readiness areas. Have a happy summer.

* * *

Class 5

It has been a pleasure having him in the class this year and I wish him continued success in first grade.

* * *

I hope he learns to concentrate on his work instead of worrying so much about what others are doing. He is easily distracted. I have enjoyed having him in the class. He is very thoughtful and likes to help others.

* * *

He is doing well above average work in reading and mathematics. I am pleased that you were able to enroll him in art classes as he exhibits unusual ability in this area. You will notice that he has slipped somewhat in his behavior in class due to silliness. Hopefully this phase will pass quickly.

* * *

I am pleased that his stuttering seems to have stopped. I only wish his talking and fooling would also stop. As you will note, several marks have not improved or have dropped. He likes to be the "clown". He has a great deal of ability especially in the area of math, and I would not like to see his behavior interfere.

* * *

He continues to improve in most all areas. He certainly has made progress in reading. I hope he learns to accept responsibility for assignments. I have enjoyed having him in the class.

* * *

There is little I can add to such an excellent report. He is doing well in all areas. He contributes to the "show and tell" period and is even adding his voice to our singing time. He is reading well above grade level and I hope his interest in reading continues. I wish him continued success in first grade!

* * *

This is a good report. I have enjoyed having him in the class and wish him continued success in first grade.

* * *

He still finds it difficult to concentrate and listen. He is easily distracted and needs help on a one to one basis. He still is unable to recognize numerous capital and lower case letters as well as numbers from 11-20. He will need reinforcement during the summer. I wish him success in first grade.

* * *

He has done exceptionally well this year especially in reading. It has been a pleasure having him in the class and I wish him continued success in first grade. I hope he learns to control his talking before too long so it does not interfere with his work.

* * *

Class 5 - continued

Her work habits are still poor and in some areas she has not shown as much progress as she should by the end of the year. She needs to learn self control in order to listed and learn. I hope she has a pleasant summer and I wish her success in first grade.

* * *

There is little I can add to such a good report. I wish her continued success in first grade. I have certianly enjoyed teaching her this year.

* * *

There is little to add to such a wonderful report. She has done above average work and I am so pleased with her reading ability. I wish her continued success in first grade. Congratulations on perfect attendance!

* * *

She has made a great deal of progress this year. I hope her interest continues in reading as she is doing very well. It has been a pleasure to have her in the class this year.

* * *

She has made a great deal of progress since she entered our class. She shows an interest in everything we do. Some of her work habits are weak but hopefully they will improve as she matures. She is doing much better in reading readiness. I wish her success in first grade.

* * *

This is a good report, however, she has not improved as much as she should have in eatness and also spends considerable time talking. I am pleased with her interest and progress in reading. I have enjoyed having her in the class and wish her success in first grade. Congratulations on perfect attendance.

* * *

This is an excellent report. She has done well in all areas and I wish her continued success in first grade. I hope her interest in reading continues. It has been a joy having her in the class.

* * *

There is little I can add to such a wonderful report for such a lovely child. She is doing above average work and I am particularly pleased with her reading. It has been most enjoyable having her in the class.

* * *

This is an excellent report. She is certainly doing above average work especially in reading. I have enjoyed having her in the class this year and wish her continued success in her new school. We will miss her.

* * *

Class 5 - continued

This is a fine report. I have enjoyed having her in the class and I wish her success in first grade.

* * *

She has shown much improvement in reading and enjoys trying to read the sentences on our daily story chart. She is still weak in number readiness, however. She finds it difficult to concentrate for any period of time and is easily distracted. Hopefully her attention span will increase with maturity. She is a sweet little girl and I wish her success in first grade.

* * *

This is a fine report. She has certainly shown a great deal of progress this year and continues to gain self-confidence. I have enjoyed having her in the class and wish her continued success.

* * *

There is little I can add to such a fine report. She is doing above average work in all areas. It has been such a "joy" to have her in the class this year. You certainly named her right. I wish her continued success in first grade.

* * *

Class 6

He has made satisfactory progress in our readiness program and is promoted to the first grade. I wish him much success next year.

* * *

He has made some progress in important readiness skills, but should stride harder to be more cooperative and try to improve his work and social habits. He is promoted to the first grade and I wish him much success next year. Have a happy summer!

* * *

He has made good progress in our readiness program and is promoted to the first grade. I wish him much success next year. Have a happy summer!

* * *

He has made satisfactory progress in our readiness program and is promoted to the first grade. Please continue to help him with the alphabet and numbers to 20. I wish him much success next year. Have a happy summer!

* * *

He has made great strides in our readiness program, and has earned a promotion to the first grade. I wish him much success next year. Have a happy summer!

* * *

has made good progress in our readiness program and has earned a promotion to the first grade. I have enjoyed having him in my class, and wish him much success next year. Enjoy the summer!

* * *

He has made gradual progress in some areas of our readiness program and will be transferred to the first grade. Please continue to help him with numbers and the alphabet. I wish him much success next year. Have a happy summer!

* * *

He has tried to be more conscientious in doing his work neatly and accurately and has tried to utilize his time more profitably. He has made great strides in our kindergarten program and has earned a promotion to the first grade. I wish him much success next year. Have a happy summer!

* * *

She has made satisfactory progress in our readiness program and is promoted to the first grade. I wish her much success next year. Enjoy the summer!

* * *

Class 6 - continued

She has gained more confidence in herself and has made great strides in our readiness program. She has earned a promotion to the first grade. I have enjoyed having her in my class, and I wish her much success next year. Have a happy summer!

* * *

She has made great strides in our readiness program and has earned a promotion to the first grade. I wish her much success next year. Have a happy summer!

* * *

She has made excellent progress in our readiness program, and has earned a promotion to the first grade. I have enjoyed having her in our class and wish her much success next year. Have a happy summer!

* * *

She has been more willing to express her ideas and has made excellent progress in our readiness program. She has earned a promotion to the first grade. I have enjoyed having her in our class and wish her much success next year. Have a happy summer!

* * *

She has been eager to learn and has made great strides in our readiness program. She has earned a promotion to the first grade. I wish her much success next year. Have a happy summer!

* * *

She has made satisfactory progress in our readiness program and is promoted to the first grade. I wish her much success next year. Have a happy summer!

* * *

She has tried to improve her work habits and has made satisfactory improvement in most readiness skills. She has earned a promotion to the first grade. I wish her much success next year. Have a happy summer!

* * *

She has made progress in our readiness program and is promoted to the first grade. Please continue to help her with the alphabet. I wish her much success next year. Have a happy summer!

* * *

She has made great strides in our readiness program and has earned a promotion to the first grade. I wish her much success next year. Have a happy summer!

* * *

She has made very good progress in our readiness program and has earned a promotion to the first grade. I wish her much success next year. Have a happy summer!

* * *

Class 6 - continued

She has made great strides in our readiness program and has earned a promotion to the first grade. I have enjoyed having her in my class and wish her much success next year. Have a happy summer!

* * *

She has made great strides in our readiness program and has earned a promotion to the first grade. I have enjoyed having her in my class and wish her much success next year. Have a happy summer!

* * *

Class 7

He has made considerable progress in establishing desirable work habits. Listening and following directions are still developing. He has read HBJ Pre Primer, Sun Up with good progress in the skills developed in this text. Have a nice summer.

* * *

He has made excellent progress this year. He has completed HBJ Pre Primer Sun Up with excellent skills in learning vocabulary, word attack and comprehension. Have a nice summer!

* * *

He has made excellent progress in developing reading and number skills. He has read HBJ Pre Primer, Sun Up with excellent progress in learning vocabulary word attack skills and comprehension. Work habits are careless and have affected his assignments and test scores. Improvement should be made in printing and coloring. Have a nice summer!

* * *

He continued to progress in reading readiness and number skills. He has read HBJ Pre Primer Sun Up and is learning word attack and comprehension skills. Have a nice summer!

* * *

He has made good progress in all skills this year. He has read HBJ Pre Primer, Sun Up with excellent progress. He has shown some improvement in being attentive to his work and finishing on time. He continues to be talkative and frequently finds it difficult to remember class rules. Improvement should be made in these areas so that he may continue the progress he has made! Have a nice summer!

* * *

He has been an enthusiastic pupil who always tried and did his best! It is certainly evident in his tremendous progress since September. He has read HBJ Pre Primer, Sun Up with excellent progress. Have a nice summer.

* * *

Ryan has continued to make progress in the development of work habits and skills. He is reading in HBJ Pre Primer, Sun Up and making satisfactory progress. Have a nice summer!

* * *

He has shown tremendous improvement this year! He tries very hard and is sincere in his work. He has read HBJ Pre Primer, Sun Up and made good progress in the skills developed in the test. Attendance should improve. Have a nice summer!

* * *

He has made considerable progress this year and is evident in all areas. He has been an enthusiastic pupil and always tried to do his best. He is reading HBJ Pre-Primer, Sun Up and making satisfactory progress. Have a nice summer!

Class 7 - continued

He has made excellent progress in the development of reading readiness and number skills and is ready for first grade. He has read HJB Pre Primer Sun Up with excellent progress. Have a nice summer!

* * *

She has continued to make good progress in all areas. She has developed desirable work habits that reflect in her daily work. She is reading in a pre primer Sun Up (Harcourt Brace Jan.) and developed the skills presented in the text. She has a good concept of 0-20 and understands basic terms. Have a nice summer and good luck in first grade!

* * *

She has continued to make progress this year. She continues to develop more self confidence and self control. She is working more independently. Her work is usually neater. Her work is usually better at the beginning of assignments and tends to deteriorate toward the end. She can follow one direction at a time, but has difficulty when two or more are given. She has better results on a longer assignment when supervised. Her attention span is slowly lengthening. She is reading in HBJ Pre Primer Sun Up and is developing good word attack skills. Have a nice summer, good luck!

* * *

She has made excellent progress this year. She has read Sun Up (Harcourt Brace Pre Primer) and developed all skills with excellence. She has excellent work habits. She has shown creativity in music and art. Have a nice summer!

* * *

She has made excellent progress this year. Desirable work habits have been established. She has made good progress in reading and developing skills in HBJ Pre Primer Sun Up. Have a nice summer!

* * *

She has made considerable progress since February. She is eager to do her best and, so has improved in all areas where progress was needed. She has made the most progress in reading readiness skills and has read HBJ Pre Primer, Sun Up with considerable success! Have a nice summer!

* * *

She has made considerable progress this year in the development of work habits and skills. She is reading in HBJ Pre Primer, Sun Up and learning word attack skills and comprehension skills. Have a nice summer!

* * *

Class 7 - continued

She has made excellent progress in kindergarten. She has read HBJ Pre Primer, Sun Up with excellent progress in reading skills. Have a nice summer!

* * *

She has become more active socially with the children. She communicates with them, especially during "free activity" time. She needs to develop more skills in math and reading. I am transferring her to first grade where she can continue to attend full day to gain more experience in using English to develop these skills. Have a nice summer!

* * *

She has made excellent progress in kindergarten! She has read HBJ Pre Primer, Sun Up with excellent progress. Have a nice summer!

* * *

She has made excellent progress in kindergarten and is ready for first grade! She has read HBJ Pre Primer, Sun Up with excellent progress in reading skills. Have a nice summer!

* * *

She has made excellent progress in kindergarten and is ready for first grade. She has read HBJ Pre Primer, Sun Up with good progress. Have a nice summer!

* * *

Class 8

She has done outstanding work in kindergarten in both reading and number work. Good luck in first grade and all the years ahead! I have enjoyed having her in class. She is so responsive!

* * *

She has worked hard in kindergarten and is doing well in both reading readiness and number work. Good luck in first grade--and in all the years ahead! I have enjoyed having her in class! She is so sincere!

* * *

She has done outstanding work in kindergarten. She is reading and is doing well in number work. Good luck in first grade--and in all the years ahead! I have enjoyed having her in class! She is a delight!

* * *

She has shown good progress in reading readiness and number work. She is ready to read. Good luck in first grade--and in the years ahead! Have a wonderful summer!

* * *

She is reading well and seems to have a good feeling about herself and her ability. She is also good with numbers. Good luck in first grade--and in all the years ahead! I have enjoyed having her in class. She is an independent thinker.

* * *

She has shown progress in reading readiness and in number work. Help her to review abc names and sounds. Help her with beginning sounds. Help her read number words and review color words. Do simple math problems with her. This will enable her to start in September with a feeling of confidence in first grade. Have a wonderful summer!

* * *

She has had a good school year. She is doing well in reading readiness and is ready to read. Her number readiness work is good. Good luck in first grade--and in the years ahead! Have a good summer!

* * *

She has had a good school year of growth and expansion. She is reading--and she is feeling good about herself! Good luck in first grade--and in the years ahead.

* * *

She has had a good year of growth and expansion. She seems so much happier now than at the start of the year. Good luck! Enjoy your years of school. I have enjoyed having her in class.

* * *

She has made good progress in reading readiness and number work. She is ready to read. Good luck in first grade--and in the years ahead!

* * *

She has had a good year of growth and expansion. She is reading and feeling good about herself. Good luck in first grade--and in the years ahead!

* * *

Class 8 continued

He has shown good progress in reading readiness and in number work. Good luck in first grade and in the years ahead! Summer is a good time for review and renewal. Have a good time!

* * *

He has had a good year of growth and expansion. He is reading and he enjoys number work. Good luck in first grade and in all the years ahead!

* * *

He has worked hard in kindergarten this year. It is important that he review during the summer months all the letters (names and sounds) so that when he starts first grade in September he will be ready to start reading. Good luck. I have enjoyed having him in class. Have a wonderful summer!

* * *

He has made good progress in reading readiness and is especially good in number work. Good luck in first grade and in the years ahead! Have a wonderful summer.

* * *

What a wonderful year of growth for ! He is starting to read and is so proud of his ability. Good luck in first grade and in the years ahead!

* * *

He has made progress in math readiness and reading readiness. He is not however ready to do first grade work. I do think he will benefit by attending kindergarten for another year. I am looking forward to seeing him in September. Have a good summer!

* * *

He has had a good year of growth and expansion. He is ready to read. His number readiness work is good. Good luck in first grade and in the years ahead! Have a wonderful summer!

* * *

He has made good progress in reading readiness and math readiness work. Good luck in first grade and in the years ahead. Have a fun summer!

* * *

He is making good progress in reading readiness and in number work. Summer review of beginning sounds, abc letter sounds, simple math problems, color words and number words (one, two, etc.) will help him get a good start in first grade. Good luck in first grade and in the years ahead!

* * *

Class 8 - continued

He is reading and is very capable with numbers. Good luck in first grade and in the years ahead!

* * *

He has made progress in reading readiness and math work. It is important that he work on letter recognition and sounds of the letters as well as simple math ($0+1=1+8=$, etc.) this summer. He is not sure of himself. (He needs to feel confident that he can do this work. Help him to read a simple book over and over again.) Good luck in first grade and in the years ahead!

* * *

What a wonderful year of growth this has been for him. He really has "blossomed". He is reading and feeling good about himself. Good luck in first grade and in all the years ahead! Have a fun summer!

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

Report of the Meeting on October 25, 1983 Full-Day Kindergarten
Committee

Dr. Gittelman welcomed the committee back into session.

Discussion focused on the rough draft of findings and the compilation of comments previously sent to Committee Members. Dr. Gittelman then led the discussion through the "Summary of Findings".

Dr. Paul explained the processes used for data analysis. He and Dr. Gittelman then further explained the results. Dr. Gittelman also explained the limitations of the study.

Carol Kish asked if charts and language could be correlated. Dr. Gittelman explained that the report will be developed to make more meaningful reading.

As for achievement data Dr. Gittelman reiterated that learning gains were significant among both groups. The gains from the half-day group were significantly better than the gains from the full-day group in some areas, but full-day students scored at or above half-day students in all areas.

The attitudinal data gathered through questionnaires indicated that parents and staff alike perceived the full-day program as better because of the additional classtime provided.

The committee also reviewed information from the logs and formative evaluation.

Discussion then focused on the limitations of the study as well as other considerations, including cost and space problems associated with any future implementation of full-day kindergarten throughout the district.

Dr. Gittelman led a discussion about possible options that could be presented as recommendations to the Board of Education. Those options included:

1. Adopting full-day kindergarten for all elementary schools.
2. Continuing the program as a pilot for an additional year.
3. Phasing-in the program where space is available, and cost is minimal.
4. Considering Primary Schools.
5. Reverting to half-day kindergarten in all elementary schools.

Finally Dr. Gittelman assigned various written tasks to small groups for finalization of the committee report. Dr. Gittelman then thanked everyone for their continuing cooperation throughout the pilot program.

Respectfully submitted,

Roseann Szilvasi

PROPOSAL FOR EVALUATION

Ongoing _____ Pilot X _____

Project/Program/Product Name: Full-Day Kindergarten Pilot Program

Grades Involved: Kindergarten

Schools Involved: Klockner, Morgan, Wilson, Yardville Heights, Alexander, Lalor, Robinson and University Heights

Contact Person: Dr. Virginia Gittelman

Time Frame for Evaluation: 1982-1983/1983-1984

Reason for Evaluation (in hypothesis format) (indicated outcome or goals expected of project/program)

Possible district-wide implication of Full-Day Kindergarten program

Type of Evaluation to be conducted: (specify instruments to be used, sample populations, objectives, etc.):

See report pp.8-18.

Curriculum Staff Member contact: Dr. William Paul

Approval by: Dr. Virginia Gittelman

Date of Approval: November 7, 1983

(Information copies to: Asst. Superintendent for Instructional Services, director or coordinator involved, curriculum staff member involved, Director of Curriculum and Instruction, building staff involved)

Narrative Report on Evaluation

1. Did a change occur? Describe the change.

Yes. 'Students and teachers experienced less time pressure in full-day kindergarten classes. Students in full-day kindergarten also performed somewhat better socially and academically than their peers in half-day kindergarten.

2. Was the effect consistent enough and observed often enough to be statistically significant? Report the statistical data that has been accumulated on page 3; give a brief narrative summary here.

Only on the CTBS-U mathematics posttest (See report p. 136.) was any achievement score statistically better for the full-day kindergarten students. The questionnaires completed by parents and staff alike, however, indicated a definite preference for the full-day program.

3. Was the effect educationally significant? Describe the educational impact.

Yes. By providing more time on task, the full-day program provided fuller implementation of the kindergarten curriculum.

4. Can the Program/Product be implemented in another location with a reasonable expectation of comparable impact? Please describe the implementation.

Yes. (See report p. 136.)

5. How likely is it that the observed effects resulted from the program/product? Describe the specific facts/factors. Could other factors have affected the outcome?

Very likely! Although results were reported for a group of less than 200 students during only one academic year, the pilot program was based on sound educational research techniques.

6. Is the evidence presented believable and interpretable? Describe the statistical treatment/elements utilized - ex. - mean, median, standard deviation, raw scores.

Yes. (See report pp. 8-116.)

Instrument/Test used a) CTBS-U Version A b) report cards c) questionnaires d) logs and formative evaluation
(specify form, edition, date of test)

Pre-test administered a) week of 9/20/82 b) Feb. 1983 c) January 1983, d) February 1982
(date)

Post-test administered a) week of 5/2/83 b) June 1983 c) May 1983 d) November 1983
(date)

Individual responsible for data collection/analysis Dr. William Paul/Dr. Virginia Gittelman

DO NOT REPORT GRADE EQUIVALENTS. Use Raw Scores, NCEs

| Instrument | Population | Pre-test data | Post-test data | Difference
(between pre
and post-test) |
|------------|------------|-------------------|----------------|--|
| | | S e e R e p o r t | | a) pp. 25, 29
b) pp. 35, 8, 39-40
c) pp. 49, 65-69
d) pp. 102-114 |

The Second Interim Evaluation
of the
Full-Day Kindergarten Pilot Program

April, 1984

FULL-DAY KINDERGARTEN PILOT PROGRAM

Committee

Dr. Virginia Gittelman - Chairperson

Carol Chiacchio - Acting Chairperson, December, 1983 to
April, 1984

Rose Alito

Ruth Carver

Diane Drangula

Allan Garvie

Carol Kish

Esther Multop

William Paul

Richard Radice

George Scott

Roseann Szilvasi

Anita Usmiani

PROGRAM IMPLEMENTATION

The final evaluation began as the committee reviewed the second year of the pilot program to determine if it had been implemented as designed, and if, in fact, it revealed findings similar to those in the first year of the pilot program. The committee reviewed the similarities and differences between students in the experimental and control classes. The committee also reviewed the class schedules.

The Committee believes that again the half-day classes were well matched to the full-day classes. The number of students, the number of boys, and the number of girls were comparable when considering the half-day classes 9-12 as a group and the full-day classes 13-16 as a group. Although the number of boys and the number of girls were comparable as a group, the boy to girl ratio of each class was not as precise as in the first year of the pilot. This can be explained by the natural inequity created when one pilot/control group was split between two schools, Lalor and Kisthardt, with Lalor housing the experimental full-day class and Kisthardt housing the half-day control class. Having the experimental and the control classes in two separate buildings with only one class in each building did not permit the same sex matching procedures used with other groups.

There was also comparability on the mean score of the pre-school screening test administered to all children during February registration. The mean score of students in the half-day sections was 39, and the mean score of students in the full-day sections was also 39. (The scores of children who registered after February, 1983 were not considered because of the age difference in later months.) These mean scores were similar to those in the first year of the pilot program when the mean score for half-day students was 37, and the mean score for full-day students was 38.

Similarly there was comparability in the ages of the children in the half-day and full-day sections. The mean age in the half-day sections was 62 months, and the mean age in the full-day sections was 63 months.

Unlike the first year of the pilot there was little difference between the two kinds of classes in the numbers of children with preschool experience. On the average 15 children in the half-day sections of this year's pilot and 15.5 children in the full-day sections had preschool experience. Last year, 11 students (half day) and 14 students (full-day) on the average had preschool experiences.

Comparability on the Comprehensive Test of Basic Skills - Version U (CTBS-U) subscores was also excellent for this year's pilot with very little difference in mean scores between half- and full-day students. The standard deviation for the CTBS-U is 21.06. The difference in mean scores between the half-day groups and the full-day groups is 1 for the math, 0 for the visual, 3 for the sound, 1 for the vocabulary, 4 for the oral, and 3 for the total reading sub-sections of the test. Differences in the subscores for the first year pilot classes were greater with ranges from 4 for the oral to 14 for the sound. Also, although not significantly higher, the mean scores on all subtests for students involved in this year's pilot are higher than the mean scores for the students who were involved in the first year of the pilot. The means for the visual were, reporting first the 1982-83 scores and second the 1983-84 scores, 58 and 60, for sound 53 and 62, for vocabulary 50 and 53, for oral 50 and 54, for total reading 51 and 55 and for all math sub-sections 49 and 53.

DIFFERENCES IN CTBS-U MEAN SCORES

| | Math | Visual | Sound | Vocabulary | Oral | Total Reading |
|---------------|------|--------|-------|------------|------|---------------|
| 1982-83 Pilot | 49 | 58 | 53 | 50 | 50 | 51 |
| 1983-84 Pilot | 53 | 60 | 62 | 53 | 54 | 55 |
| Difference | 4 | 2 | 9 | 3 | 4 | 4 |

Differences in the pilot sites could be related to the greater preschool experiences and higher mean scores noted this year.

Full-day classes in both years of the pilot contained more students whose parents preferred the full-day program. This difference was not thought to be great enough to bias the pilot; and it was an anticipated difference, since parents preferring a half-day program were automatically scheduled for half-day. This automatic scheduling of half-day preferences into the half-day program allowed more children of parents who preferred full-day to be scheduled for full-day classes.

Finally, the number of early withdrawals and late entrants was so low that its effect was considered negligible.

CHARACTERISTICS OF PARTICIPANTS

1982-83/1983-84 Pilot

| Classes | Total Students | a. Boys | b. Girls | Students with Pre-School Experience | Parents Who Preferred Full Day Kindergarten | Students Age in Sept. (in months) | Early Withdrawal | Late Entrants | Score on Pre-Kindergarten Screening Test in Feb. | Less Late Comers | Score in Pre-Test of CTBS | | | | | |
|------------|----------------|---------|----------|-------------------------------------|---|-----------------------------------|------------------|---------------|--|------------------|---------------------------|-------|------------|-------|---------------|----------------|
| | | | | | | | | | | | Visual | Sound | Vocabulary | Oral | Total Reading | Math/Conc/App. |
| 1/9 | 23/20 | 11/11 | 12/9 | 17/16 | 17/2 | 64/63 | 0/0 | 1/0 | 43/40 | 5/0 | 59/62 | 54/69 | 57/56 | 52/54 | 55/56 | 50/52 |
| 2/10 | 21/24 | 8/11 | 13/13 | 7/17 | 7/13 | 63/63 | 1/0 | 0/1 | 34/39 | 5/2 | 58/60 | 50/60 | 44/57 | 57/52 | 49/55 | 49/55 |
| 3/11 | 20/22 | 13/13 | 7/9 | 12/10 | 12/15 | 63/62 | 2/2 | 1/0 | 33/35 | 4/3 | 47/58 | 46/63 | 47/50 | 43/53 | 45/53 | 42/51 |
| 4/12 | 23/21 | 12/13 | 11/8 | 9/16 | 9/6 | 63/63 | 0/0 | 0/0 | 37/41 | 10/0 | 50/61 | 33/63 | 40/44 | 47/47 | 45/46 | 36/49 |
| Half Day | 22/22 | 11/12 | 11/10 | 11/15 | 11/9 | 63/62 | 1/0.5 | 0.5/0 | 37/39 | 6/1 | 54/60 | 46/64 | 47/52 | 48/52 | 49/53 | 44/52 |
| Mean | 22/22 | 11/11 | 11/11 | 12.5/15 | 12.5/12 | 63/62.5 | 1/0 | 1/0 | 38/39 | 7/0.5 | 58/60 | 53/62 | 50/53 | 50/54 | 51/55 | 49/53 |
| All Scores | 22/22 | 11/10 | 12/12 | 14/15.5 | 14/14.5 | 63.5/63 | 0.5/0 | 1.5/0 | 38/39 | 8/0 | 62/60 | 60/61 | 53/53 | 52/56 | 54/56 | 53/53 |
| Full | 22/21 | 9/10 | 13/11 | 16/16 | 16/13 | 64/63 | 0/0 | 2/1 | 44/42 | 6/0 | 63/63 | 66/60 | 56/56 | 61/55 | 60/57 | 56/51 |
| 5/13 | 21/23 | 10/10 | 11/13 | 14/21 | 14/20 | 64/64 | 2/0 | 0/0 | 35/40 | 8/1 | 59/64 | 54/59 | 50/52 | 51/60 | 52/58 | 52/58 |
| 6/14 | 23/18 | 11/6 | 12/12 | 15/6 | 15/18 | 63/63 | 0/1 | 2/1 | 37/34 | 8/0 | 67/48 | 64/54 | 52/50 | 55/48 | 55/50 | 58/42 |
| 7/15 | 23/24 | 13/12 | 10/12 | 10/20 | 10/7 | 63/62 | 0/0 | 2/0 | 37/41 | 8/0 | 58/65 | 49/69 | 47/54 | 42/59 | 45/59 | 44/60 |
| 8/16 | | | | | | | | | | | | | | | | |

547

KINDERGARTEN CLASS SCHEDULE

GENERAL TIME ALLOTMENTS

A review of the class schedules for the seven kindergarten teachers involved with the pilot program indicates that approximately four hours of instructional time and two hours of snack, rest, and play time were scheduled in the four pilot classes, as intended in the original design (and outlined on page six of the Interim Report from February, 1982). The chart below indicates the general allotments of time in both the half-day and full-day kindergarten classes.

| <u>Activities/Classes</u> | <u>Half Day</u> | <u>Full Day</u> |
|---|-----------------|-------------------------|
| Basic instructional time - with the kindergarten teacher | 100 min. | 220 min. |
| Misc. - morning exercises, money collections, etc. | 15 min. | 20 min. |
| Snack and rest | 20 min. | 15 min. |
| Clean up and preparation for dismissal | 15 min. | 15 min. |
| Lunch, free play, rest with the aide | 0 min. | 90 min. |
| Learning reinforcement activities with the aide (under the supervision of the kindergarten teacher) | 0 min. | 30 min. |
| TOTAL | 150 min. | 390 min. |
| Special classes during the week:
(Art, Music, Physical Education, Library, Guidance) | 95-110 min. | 95-110 min.
per week |

HALF-DAY KINDERGARTEN SCHEDULEClass 9

| | | | |
|-------|---|-------|---|
| 9:00 | - | 9:15 | Flag salute, calendar, weather, news |
| 9:15 | - | 9:45 | Activity Period |
| 9:45 | - | 10:15 | Group experience (reinforcement reading/math skills, social studies, science, health) |
| 10:15 | - | 10:45 | Outdoor play/snack |
| 10:45 | - | 11:30 | Group Experience (reading, math readiness) |

SPECIALS

| | | | | |
|-----------|-------|---|-------|------------------------------|
| Monday | 9:05 | - | 9:35 | Physical education |
| Tuesday | 9:00 | - | 9:30 | Guidance (alternating weeks) |
| Wednesday | 10:30 | - | 11:00 | Library circulation |
| Thursday | 9:05 | - | 9:25 | Music |
| Friday | 10:40 | - | 11:10 | Art |

September - November - January - March - May

10:15 - 10:40 - Friday - Library Skills

HALF-DAY KINDERGARTEN SCHEDULEClass 10

| | | | |
|-------|---|-------|------------------------------------|
| 8:55 | - | 9:05 | Flag salute, greetings, language |
| 9:05 | - | 9:35 | Group experience reading readiness |
| 9:35 | - | 10:05 | Activity work |
| 10:05 | - | 10:35 | Snack, rest, outdoor play |
| 10:35 | - | 11:05 | Group experience number readiness |
| 11:05 | - | 11:20 | Social studies, science, health |
| 11:20 | - | 11:30 | Music, story, dismissal |

SPECIALS

| | | | | |
|-----------|-------|---|-------|------------------------------|
| Monday | 9:30 | - | 10:00 | Library |
| | 10:50 | - | 11:20 | Art |
| Tuesday | 2:55 | - | 3:25 | Music |
| Wednesday | | | | |
| Thursday | 10:45 | - | 11:15 | Physical education |
| Friday | 9:10 | - | 9:30 | Guidance (alternating weeks) |

HALF-DAY KINDERGARTEN SCHEDULEClass 11

| | | | |
|------|---|------|--|
| 1:00 | - | 1:15 | Collections, opening exercises, attendance, pledge and America, etc. |
| 1:15 | - | 2:00 | Reading readiness |
| 2:00 | - | 2:30 | Snack, physical education, rest |
| 2:30 | - | 3:00 | Number readiness |
| 3:00 | - | 3:20 | Activity period, science, social studies, health, etc. |
| 3:20 | - | 3:30 | Clean-up and dismissal |

SPECIALS

| | | | | |
|-----------|------|---|------|--------------------------------------|
| Monday | 1:05 | - | 1:35 | Physical education |
| Tuesday | 1:05 | - | 1:25 | Music |
| Wednesday | 1:10 | - | 1:40 | Art |
| Thursday | | | | |
| Friday | 1:10 | - | 1:40 | Library/Guidance (alternating weeks) |

HALF-DAY KINDERGARTEN SCHEDULEClass 12

| | | | |
|-------|---|-------|---|
| 9:00 | - | 9:15 | Collections, opening exercises - attendance, pledge and America, etc. |
| 9:15 | - | 10:00 | Reading readiness |
| 10:00 | - | 10:30 | Snack, physical education, rest |
| 10:30 | - | 11:00 | Number readiness |
| 11:00 | - | 11:20 | Activity period, science, social studies, health, etc. |
| 11:20 | - | 11:30 | Clean-up and dismissal |

SPECIALS

| | | |
|-----------|---------------|------------------------------|
| Monday | 10:35 - 11:05 | Physical education |
| Tuesday | 10:45 - 11:15 | Guidance (alternating weeks) |
| Wednesday | 10:45 - 11:15 | Library |
| Thursday | 9:10 - 9:30 | Music |
| Friday | 9:55 - 10:25 | Art (every other week) |

FULL-DAY KINDERGARTEN SCHEDULEClass 13

| | | | |
|-------|---|-------|---|
| 9:00 | - | 9:15 | Opening exercises - attendance, flag salute,
calendar, lunch money |
| 9:15 | - | 10:00 | Reading/Math readiness |
| 10:00 | - | 10:20 | Free activities |
| 10:20 | - | 11:00 | Reading/Math readiness |
| 11:00 | - | 11:15 | Story |
| 11:15 | - | 1:00 | Lunch, recess, rest |
| 1:00 | - | 1:30 | Projects |
| 1:30 | - | 2:00 | Snack, Learning centers |
| 2:00 | - | 2:20 | Physical education |
| 2:20 | - | 3:00 | Social studies, science, health, language arts |
| 3:00 | - | 3:20 | Music/Rhythms |
| 3:20 | - | 3:30 | Clean-up - dismissal |

SPECIALS

| | | |
|-----------|---------------|---|
| Monday | 9:05 - 9:20 | Library circulation |
| Tuesday | 9:05 - 9:35 | Physical education |
| | 10:45 - 10:15 | Guidance (alternating weeks) |
| | 1:05 - 1:35 | Library skills (Nov., Jan., March, May) |
| Wednesday | 3:00 - 3:20 | Music |
| Thursday | 2:30 - 3:05 | Art |
| Friday | | |

PULL-DAY KINDERGARTEN SCHEDULEClass 14

| | | | |
|-------|---|-------|-----------------------------------|
| 9:00 | - | 9:30 | Flag salute, lunch money, health |
| 9:30 | - | 10:15 | Math |
| 10:15 | - | 10:30 | Rhythms |
| 10:30 | - | 10:45 | Snack - outdoor play |
| 10:45 | - | 11:30 | Reading |
| 11:30 | - | 1:30 | Story, lunch, outdoor play, rest |
| 1:30 | - | 2:00 | Social Studies, science |
| 2:00 | - | 2:30 | Free activity |
| 2:30 | - | 2:45 | Physical education - outdoor play |
| 2:45 | - | 3:15 | Music, story, language arts |
| 3:15 | - | 3:30 | Clean-up, dismissal |

SPECIALS:

| | | |
|-----------|---------------|------------------------------|
| Monday | 1:50 - 2:20 | Art |
| Tuesday | | |
| Wednesday | 10:55 - 11:25 | Music |
| Thursday | 9:10 - 9:40 | Guidance (alternating weeks) |
| | 2:45 - 3:10 | Physical education |
| Friday | 9:30 - 10:00 | Library |

FULL-DAY KINDERGARTEN SCHEDULEClass 15

| | | | |
|-------|---|-------|---|
| 9:00 | - | 9:15 | Miscellaneous activities, opening exercises,
attendance, collection, calendar, weather |
| 9:15 | - | 10:15 | Reading readiness |
| 10:15 | - | 10:30 | Rhythms |
| 10:30 | - | 11:15 | Math readiness |
| 11:15 | - | 11:30 | Prep for lunch |
| 11:30 | - | 1:00 | Lunch, play, rest, stories |
| 1:00 | - | 1:15 | Penmanship |
| 1:15 | - | 2:00 | Group activity |
| 2:00 | - | 2:15 | Physical education, snacks |
| 2:15 | - | 2:45 | Social studies, science, health, safety |
| 2:45 | - | 3:15 | Songs, stories, dramatizations |
| 3:15 | - | 3:30 | Prep for dismissal |

SPECIALS

| | | | | |
|-----------|-------|---|-------|--------------------------------------|
| Monday | 10:10 | - | 10:40 | Art |
| Tuesday | 1:15 | - | 2:00 | Library/Guidance (alternating weeks) |
| Wednesday | 2:30 | - | 2:50 | Music |
| Thursday | | | | |
| Friday | 2:15 | - | 2:45 | Physical education |

Assembly: Wednesday - 1:05 - 1:40

FULL-DAY KINDERGARTEN SCHEDULEClass 16

| | | | |
|-------|---|-------|--|
| 9:00 | - | 9:15 | Miscellaneous activities and opening exercises |
| 9:15 | - | 10:15 | Reading and mathematics readiness |
| 10:15 | - | 10:30 | Snack/physical education |
| 10:30 | - | 11:45 | Reading and mathematics readiness |
| 11:45 | - | 1:15 | Lunch, playgrounds, rest |
| 1:15 | - | 1:45 | Health, safety |
| 1:45 | - | 2:15 | Social studies, science |
| 2:15 | - | 2:30 | Physical education |
| 2:30 | - | 3:15 | Reading readiness |
| 3:15 | - | 3:30 | Clean-up |

SPECIALS

| | | | | |
|-----------|-------|---|-------|------------------------------|
| Monday | 10:35 | - | 11:05 | Physical education |
| Tuesday | 1:30 | - | 2:00 | Guidance (alternating weeks) |
| Wednesday | 2:30 | - | 3:00 | Library |
| Thursday | 1:30 | - | 1:50 | Music |
| Friday | 9:55 | - | 10:25 | Art (alternating weeks) |

EVALUATION DESIGN

The same evaluation design used for the full-day kindergarten pilot program in Hamilton Township during the 1982-83 school year is being used for the 1983-84 pilot program. However, since this is the second year of the pilot program, information is available about first graders who had been involved in the pilot program last year. For this report, first grade information was gathered from questionnaires and report cards. Standardized achievement test data and report card data will be available about first graders for the final report in June.

The evaluation design of the full-day kindergarten pilot program includes an examination of six major areas: achievement, attitudes, attendance records, behavior records, formative assessment and unusual occurrences. How those areas were assessed and why certain methods of assessment were chosen are the subject of this section.

The first area to be examined is achievement. A measure was needed to assess achievement at the beginning of formal instruction and again at the end of instruction in kindergarten.

The Comprehensive Test of Basic Skills (Version U) was used again as a standardized test to assess academic achievement in reading and math. The CTBS (Version U), Level A, was administered as a pre-test during the week of September 19, 1983, and it was scheduled for administration again as a post-test during the week of April 30, 1984.

Since the CTBS-U does not provide information about achievement in all of our curricular areas, however, the subcommittee on evaluation recommended that data from the report card also be considered. The report card reflects achievement in social development, physical development, creative expression, language, and work habits as well as math and reading readiness. The report card data on math and reading readiness also provides concurrent validity for the data from the

CTBS-U. The report card data for the kindergarten classes of the pilot sites as recorded on February 1, 1984 and June 21, 1984 were scheduled for analysis. Additionally, the report card data for first graders who were involved in last year's pilot program were scheduled for analysis.

Similarly since the California Achievement Test (CAT) is routinely administered to all kindergarten students in the district every Spring, the committee also agreed to review that data as part of the evaluation in June, 1984. The CAT is scheduled for administration during the week of March 26, 1984.

Attitudinal data was collected, too. Four questionnaires were designed to assess how parents, professional staff and aides involved with the Full-Day Kindergarten Pilot Program perceive the program. The questionnaires were distributed in January, 1984. They were also scheduled for a second distribution in May, 1984. A questionnaire for first grade teachers and school principals was distributed this school year to gather further data about the students involved in the first year of the kindergarten pilot from those responsible for their continued instruction.

The purpose and limitations of questionnaires as tools of evaluation must be understood. Questionnaires are designed to gather the perceptions of those involved. Although perceptions are subjective, they are real. They are based upon the individual's unique experiences and point of view. Because of the selective nature of perceptions, they vary from person to person. It should also be noted that there is always some degree of disparity between perceptions of a situation and the situation itself.

In order to ascertain the validity of perceptions, therefore, it is necessary to poll a number of subgroups. If the perceptions from each subgroup are the same, then the perceptions can be considered validated. Such attitudinal data in conjunction with

other data, (i.e. achievement, behavioral, attendance, etc.) can provide convergent validity for conclusions.

The third and fourth areas of the evaluation design are attendance and behavior records. Absences indicated on the report card were scheduled for analysis. Student behavior, as indicated by the comment section of the report card and logs from the pilot sites, was similarly scheduled for analysis.

The fifth area of the evaluation is formative assessment, or recommendations for improvement gathered through general commentary from those involved with the Full-Day Kindergarten Pilot Program. Telephone calls, conferences, and meetings involving participants were sources of information for further consideration. Communication between the pilot sites and the director was constant so that potential problems could be quickly identified and addressed.

The last area of consideration for the evaluation is the area of unusual occurrences. All professional staff involved with the pilot program were asked to keep a log noting any unusual events that occurred and could possibly be perceived as having an effect on the outcome of the study.

OUTLINE
OF
KINDERGARTEN PILOT EVALUATION

February 1983

1. CTBS-U Pre-test
2. Report Card Data - February 1983
3. Questionnaire for Parents
4. Questionnaire for Kindergarten Teachers, Kindergarten Resource Teachers, and School Principals
5. Questionnaire for Aides
6. Formative Assessment Data
7. Logs of Unusual Occurrences

June 1983

1. CTBS-U Pre-and Post-tests
2. Report Card Data - February and June 1983
3. Questionnaire for Parents
4. Questionnaire for Kindergarten Teachers, Kindergarten Resource Teachers, and School Principals
5. Questionnaire for Aides
6. Formative Assessment Data
7. Logs of Unusual Occurrences
8. CAT Test
9. Miscellaneous Background Data on Students (age, sex, pre-school screening test score, pre-school experiences, and parents' preferences)

February 1984

1. CTBS-U Pre-test
2. Report Card Data - February 1984
Kindergarten classes at four current sites
First grade classes at four previous sites
3. Questionnaire for Parents
4. Questionnaire for Kindergarten Teachers, First Grade Teachers, Kindergarten Resource Teachers, and School Principals
5. Questionnaire for Aides
6. Formative Assessment Data
7. Logs of Unusual Occurrences

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

QUESTIONNAIRES

In an effort to determine the attitudes of those most directly involved with the Full-Day Kindergarten Pilot Program, questionnaires were sent to parents, principals, teachers, and aides at this year's four pilot sites and to principals and first grade teachers of the children who participated in last year's pilot as part of the current and follow-up evaluation process.

In sum 173 parental questionnaires were sent through the United States mail on January 4, 1984. Parents were asked to complete a questionnaire and return it in a self-addressed, stamped envelope by January 18, 1984. As of January 25, 1984, one hundred and four questionnaires were tallied for a return rate of sixty percent. This total rate of return compared very well with last year when the average rate of return was fifty-one percent. (According to the district testing specialist a return rate of thirty-three percent is commonly acceptable for a typical research study.)

Forty-two (48%) of the eighty-eight questionnaires sent to parents of students in the half-day classes were returned. Sixty-two (73%) of the eighty-five questionnaires sent to parents of students in the full-day classes were returned. Although the rate of return was notably higher for the full-day classes, the committee believes that the exceptionally high rates of return as well as the average of the two (60%) were all quite satisfactory.

Similarly fifty-two questionnaires were sent to professional staff through inter-school mail on January 4, 1984. Staff members were asked to complete a questionnaire and return it directly to the Directory of Elementary Education by January 18, 1984.

As of January 25, 1984 fifty questionnaires were tallied for a ninety-six percent rate of return. All (100%) of the questionnaires sent to the eight principals, seven kindergarten, and nine first grade teachers were returned. Additionally thirty-seven (90%) of the forty-one questionnaires sent to the resource teachers involved at the pilot sites were returned. The rate of return from the professional staff was excellent for both years of the pilot.

All of the questionnaires sent to the aides were returned. The aides were lunchroom/playground aides hired especially for the pilot.

Attached please find the total and the interpretative summaries of responses to those questionnaires.

SUMMARY OF QUESTIONNAIRES
SENT AND RECEIVED
January 1984

QUESTIONNAIRE FOR KINDERGARTEN PARENTS

| Questionnaires | Classes | Totals | | | | | | | | | | |
|----------------|---------|--------|-----|-----|-----|------|-----|------|-----|-----|-----|-----|
| | | 9 | 10 | 11 | 12 | half | all | full | 13 | 14 | 15 | 16 |
| sent | | 20 | 23 | 24 | 21 | 88 | 173 | 85 | 20 | 22 | 19 | 24 |
| returned | | 10 | 13 | 9 | 10 | 42 | 104 | 62 | 13 | 20 | 13 | 16 |
| rate of return | | 50% | 57% | 38% | 48% | 48% | 60% | 73% | 65% | 91% | 68% | 67% |

QUESTIONNAIRES FOR PROFESSIONAL STAFF

| Questionnaires | Total | Kdg. | Gr. 1 | Kdg. | Gr. 1 | Resource
Teachers |
|----------------|-------|------------|-------|----------|-------|----------------------|
| | | Principals | | Teachers | | |
| sent | 52 | 4 | 4 | 7 | 9 | 41 |
| returned | 50 | 4 | 4 | 7 | 9 | 37 |
| rate of return | 96% | 100% | 100% | 100% | 100% | 90% |

QUESTIONNAIRES FOR AIDES

| Questionnaires | Total |
|----------------|-------|
| sent | 4 |
| returned | 4 |
| rate of return | 100% |

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

KINDERGARTEN QUESTIONNAIRE FOR PARENTS

Dear Parent(s)/Guardian(s):

The Hamilton Township Schools Full-Day Kindergarten Pilot Program Committee would appreciate your anonymous response to this questionnaire. Please return it to the school district in the enclosed self-addressed, stamped envelope as soon as possible, but no later than January 17, 1984. You are encouraged to call your school principal or my office if you have any questions.

Thanking you in advance for your cooperation,

Virginia Gittelman, Ed.D.
Director of Elementary Education

PLEASE COMPLETE: Name of School: _____
Session: A.M. ____ P.M. ____ Full-day ____

- A. Please give us your opinion of the Hamilton Township kindergarten program by answering the following questions to the best of your ability:
1. Briefly describe the strengths of your child's kindergarten program.
 2. Briefly describe the weaknesses of your child's kindergarten program.
 3. Briefly describe how your child's kindergarten experiences could be improved.

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

☐ My child has greatly improved.
☐ My child has improved a little.
☐ My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. ☐ Yes ☐ No

3. How much do you believe your child has learned in kindergarten?

☐ My child has learned a great deal.
☐ My child has learned an average amount.
☐ My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

☐ My child gained much more confidence.
☐ My child gained a little more confidence.
☐ My child's confidence did not change much.

5. How much of your child's total development in the last year would you say is from experiences in kindergarten?

☐ Most ☐ Little
☐ Some ☐ None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? ☐ Yes ☐ No

7. How has your child generally responded to the kindergarten program?

☐ Bored ☐ Happy
☐ Exhausted ☐ Angry

8. If you had to choose now, which would you prefer for your child?

☐ Full-day kindergarten
☐ Half-day kindergarten

-3-

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

4

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

KINDERGARTEN QUESTIONNAIRE FOR AIDES

The Full-Day Kindergarten Pilot Program Committee would appreciate your responses to this questionnaire. Your anonymity is assured in the evaluative analysis. Please return it via interschool mail to Dr. Gittelman in the Department of Elementary Education as soon as possible but no later than January 17, 1984.

PLEASE COMPLETE:

School: _____
Lunchroom/Playground Aide _____
Dale Avenue Aide _____

A. Based on your own experience, please check a letter that best represents your opinion for each of the following statements:

- | | |
|----------------------|-------------------------|
| a. I strongly agree. | d. I disagree. |
| b. I agree. | e. I strongly disagree. |
| c. I am undecided. | |

 a b c d e

- | | | | | | |
|---|---|---|---|---|---|
| 1. The full-day kindergarten students adjusted quickly and easily to the lunchtime routine—the lines, trays, recess, rest, etc. | — | — | — | — | — |
| 2. The full-day kindergarten students benefited from the scheduled rest time. | — | — | — | — | — |
| 3. The full-day kindergarten students had difficulty getting involved in organized games. | — | — | — | — | — |
| 4. The full-day kindergarten students had difficulty adjusting to the aide's role. | — | — | — | — | — |
| 5. The full-day kindergarten students interact well with their peers. | — | — | — | — | — |
- B. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (use reverse side and/or attach additional pages if necessary).

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS
DEPARTMENT OF ELEMENTARY EDUCATION

KINDERGARTEN QUESTIONNAIRE FOR KINDERGARTEN TEACHERS,
KINDERGARTEN RESOURCE TEACHERS AND SCHOOL PRINCIPALS

The Full-Day Kindergarten Pilot Program Committee would appreciate your responses to this questionnaire. Your anonymity is assured in the evaluative analysis. Please return it via interschool mail to Dr. Gittelman in the Department of Elementary Education as soon as possible but no later than January 17, 1987.

PLEASE COMPLETE:

School: _____
Session: A.M. _____ P.M. _____ Full-day _____
Position: Principal _____
Kindergarten Teacher _____
Resource Teacher _____
(Specify area) art/guidance/vocal mus _____
H & PE/library/other _____

- A. Please give us your opinion of the Hamilton Township kindergarten program by answering the following questions to the best of your ability:
1. Briefly describe the strengths of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.
 2. Briefly describe the weaknesses of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.
 3. Briefly describe ways to remedy any weaknesses of the full-day kindergarten pilot program.
 4. Briefly describe any difference in the resources supplied to the experimental and control kindergarten classes in your school.

B. Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- | | |
|----------------------|-------------------------|
| a. I strongly agree. | d. I disagree. |
| b. I agree. | e. I strongly disagree. |
| c. I am undecided. | |

| | a | b | c | d | e |
|---|---|---|---|---|---|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | — | — | — | — | — |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | — | — | — | — | — |
| 3. At this point in time students in the half-day program seem better prepared for first grade than students in the full-day program. | — | — | — | — | — |
| 4. Full-day kindergarten students become more independent than half-day students. | — | — | — | — | — |
| 5. Half-day kindergarten students MASTER (not just cover) the same number of the skills on the kindergarten skills arrays as do full-day kindergarten students. | — | — | — | — | — |
| 6. The attention span of students in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | — | — | — | — | — |
| 7. Most of the kindergarten students this year are too emotionally immature to adjust to the full-day program without serious difficulties. | — | — | — | — | — |
| 8. Students in the half-day program are more challenged to develop their individual potential than students in the full-day program. | — | — | — | — | — |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | — | — | — | — | — |
| 10. Full-day kindergarten students have more opportunities than half-day kindergarten students to socialize with their peers. | — | — | — | — | — |
| 11. Full-day kindergarten students retain more of the curriculum than half-day kindergarten students. | — | — | — | — | — |
| 12. The majority of my kindergarten students are too tired in the afternoon to benefit from instruction. | — | — | — | — | — |
| 13. Full-day kindergarten students have difficulty handling the lunch time at school. | — | — | — | — | — |
| 14. Full-day kindergarten students have greater opportunity to participate in school-wide activities/programs. | — | — | — | — | — |
| 15. The listening skills of students in the half-day kindergarten program are better developed than those of students in the full-day kindergarten program. | — | — | — | — | — |

Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- | | |
|----------------------|-------------------------|
| a. I strongly agree. | d. I disagree. |
| b. I agree. | e. I strongly disagree. |
| c. I am undecided. | |

| | a | b | c | d | e |
|--|---|---|---|---|---|
| 16. Custodial activities (e.g., lunch, additional rest, dressing, money collections, etc.), necessary to accommodate kindergarten students in the full-day program, make actual instructional time approximately equal to or less than that of the half-day program. | — | — | — | — | — |
| 17. The half-day kindergarten program provides more effective instruction than the full-day kindergarten program. | — | — | — | — | — |
| 18. The use of the 2 hour aide for the full-day program is satisfactory. | — | — | — | — | — |
| 19. The pressure of time available to accomplish the kindergarten objectives is less upsetting to the students and teacher in the half-day program than to those in the full-day program. | — | — | — | — | — |
| 20. It is more satisfying to teach one full-day kindergarten class than two half-day kindergarten sessions. | — | — | — | — | — |

SEE REVERSE SIDE

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

- D. Please be sure that a copy of both sides of all your students' progress report cards are also forwarded to Dr. Gittelman as soon as they have been completed and returned to school with parents' comments (no later than one week after distribution).

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

KINDERGARTEN QUESTIONNAIRE FOR
FIRST GRADE TEACHERS AND SCHOOL PRINCIPALS

The Full-Day Kindergarten Pilot Program Committee would appreciate your responses to this questionnaire. Your anonymity is assured in the evaluative analysis. Please return it via interschool mail to Dr. Gittelman in the Department of Elementary Education as soon as possible but no later than JUN 18.

PLEASE COMPLETE:

School: _____

Position: Teacher _____ Principal _____

- A. Please give us your opinion by answering the following questions based on observations of your first grade students this year, both those having a full-day kindergarten experience and those having a half-day kindergarten experience:
1. Briefly describe the strengths of first graders having a full-day kindergarten experience.
 2. Briefly describe the strengths of first graders having a half-day kindergarten experience.
 3. Briefly describe the weaknesses of first graders having a full-day kindergarten experience.
 4. Briefly describe the weaknesses of first graders having a half-day kindergarten experience.

SEE REVERSE SIDE

B. Based on your own experience, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree.
b. I agree.
c. I am undecided.

- d. I disagree.
e. I strongly disagree.

| | a | b | c | d | e |
|--|---|---|---|---|---|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | — | — | — | — | — |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | — | — | — | — | — |
| 3. At this point in time, students who were in the half-day kindergarten program seem better prepared for first grade than students who were in the full-day kindergarten program. | — | — | — | — | — |
| 4. Half-day kindergarten students function more independently than full-day kindergarten students. | — | — | — | — | — |
| 5. Full-day kindergarten students demonstrate MASTERY (not just coverage) of more readiness skills than half-day kindergarten students. | — | — | — | — | — |
| 6. The attention span of students who were in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | — | — | — | — | — |
| 7. Full-day kindergarten students adjusted to first grade more quickly than half-day kindergarten students. | — | — | — | — | — |
| 8. Half-day kindergarten students have developed their individual potential more than full-day kindergarten students. | — | — | — | — | — |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | — | — | — | — | — |
| 10. Half-day kindergarten students are more excited about coming to first grade than full-day kindergarten students. | — | — | — | — | — |
| 11. Full-day kindergarten students seem to be bored with first grade material. | — | — | — | — | — |

Based on your own experience, please check a letter that best represents your opinion for each of the following statements:

- | | | | |
|----|-------------------|----|----------------------|
| a. | I strongly agree. | d. | I disagree. |
| b. | I agree. | e. | I strongly disagree. |
| c. | I am undecided. | | |

| | a | b | c | d | e |
|--|---|---|---|---|---|
| 12. There is no difference in the skills of half-day kindergarten students and full-day kindergarten students. | — | — | — | — | — |
| 13. I would rather have students enter my first grade classroom with a half-day kindergarten experience than with a full-day kindergarten experience. | — | — | — | — | — |
| 14. Full-day kindergarten students can follow directions better than half-day kindergarten students. | — | — | — | — | — |
| 15. Half-day kindergarten students seem to enjoy first grade more than full-day kindergarten students. | — | — | — | — | — |
| 16. Full-day kindergarten students have less difficulty with lunchtime than half-day kindergarten students. | — | — | — | — | — |
| 17. It is more satisfying to teach students who have attended the full-day kindergarten program than students who have attended the half-day kindergarten program. | — | — | — | — | — |

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

- D. Please be sure that a copy of both sides of all your students' progress report cards are also forwarded to Dr. Gittelman as soon as they have been completed and returned to school with parents' comments (no later than one week after distribution).

QUESTIONNAIRE FOR PARENTS

Parent responses in January, 1984 to the items in the questionnaire for parents were very similar to the responses received in January, 1983. The majority of parents who responded to the questionnaire again indicated that:

1. Their children are happy and enjoy the program which they perceived to be well balanced in terms of the kinds of activities offered;
2. The curriculum is a strength of the kindergarten program; and
3. The teacher is a strength of the kindergarten program.

Curriculum was the most and the teacher was the second most frequently cited strength in the comments section of the parent questionnaire.

The most notable weakness perceived by parents of students in the half-day kindergarten program was the limited time. Most parents of half-day students wanted more time for instruction, while most parents of full-day students expressed satisfaction with the additional time to implement the kindergarten curriculum.

Noteworthy is the fact that 85% of those who responded in January, 1983 and 83% of those who responded in January, 1984 preferred full-day for their child.

Specific questions and responses follow:

A.

1. Briefly describe the strengths of your child's kindergarten program.

As a whole parents again indicated curriculum as the primary strength of the kindergarten program. Fifty-three parents noted curriculum as a strength. Additionally it should be noted that 23 parents perceived the teacher as a strength of the program. Among responses from the half-day classes 20 parents noted the curriculum, and 13 parents noted the teacher as strengths of the program. Considering the full-day classes as a whole, 33 parents commented about curriculum, 18 commented about time or the pace of instruction, and 10 indicated the teacher as strengths of the program.

The curriculum was seen as an obvious strength, and the additional time to implement the curriculum in the full-day program was recognized as a strength by both full- and half-day parents.

2. Briefly describe the weaknesses of your child's kindergarten program.

Totally 52 parents indicated "none" as the major weakness of the program. Twenty-three noted time or pace as the greatest weakness of the program.

Twenty-two of the twenty-three comments about time were made by half-day parents who felt additional time was necessary to implement the program. Four half-day parents commented about curriculum as a weakness as seven indicated "none" as the weakness.

Considering the full-day program as a whole, 45 parents from classes 13-16 indicated "none" as the major weakness of the program. One parent commented about time or pacing, and five parents commented about the curriculum. (Comments about curriculum indicated that some parents perceived the need for more academics, while other parents

3. Briefly describe how your child's kindergarten experiences could be improved.

Totally 43 parents indicated "none" as ideas for possible improvement of the kindergarten program, while 23 parents commented upon the advisability of adjusting time to improve the kindergarten program. Seven parents indicated that there should be some change in curriculum. From the half-day classes eighteen parents suggested that time be adjusted to improve the kindergarten program, and one parent suggested more individualization. From the full-day classes thirty-seven parents indicated "none" as suggested improvements in the kindergarten program, and three parents suggested a change in the curriculum.

The Committee believes that the thirty-seven comments from full-day parents indicating "none" as ideas for improvement expresses significant parent satisfaction with the full-day program. This is further supported by the 18 comments from half-day parents indicating a need to adjust time to improve the program.

January 1983/January 1984

B.

1. How has your child's ability to work and play with other children changed since attending kindergarten?

| | | |
|--------------|---------------------------------|-----------|
| <u>49/44</u> | My child has greatly improved. | (52%/42%) |
| <u>28/37</u> | My child has improved a little. | (29%/36%) |
| <u>18/22</u> | My child has not changed much. | (19%/21%) |

Most parents again, eighty-one percent last year and seventy-eight percent this year, agreed that their children's ability to work and play with other children has improved since attending kindergarten. Eighty-four percent of the parents from the full-day kindergarten classes and

sixty-nine percent of the parents from the half-day kindergarten classes indicated improvement. (Ref. pgs. 43 & 44) The degree of improvement seemed greater to parents of the full-day kindergarten classes, as eighty-four percent of them indicated improvement while only sixty-nine percent of the half-day kindergarten parents indicated improvement.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child.

86/94 Yes (91%/90%) 8/8 No (9%/8%)

Parents of students in both the full-and half-day programs again overwhelmingly indicated that the kindergarten program is well balanced in terms of the kinds of activities offered to their children. Ninety percent of the full-day parents and ninety percent of the half-day parents perceived balance. (Ref. pgs. 43 & 44)

3. How much do you believe your child has learned in kindergarten?

| | | |
|--------------|---|-----------|
| <u>55/57</u> | My child has learned a great deal. | (59%/55%) |
| <u>31/43</u> | My child has learned an average amount. | (33%/41%) |
| <u>7/4</u> | My child has learned little. | (8%/4%) |

Parents of children in both the full- and half-day kindergarten again agreed that their children had learned an average amount in the kindergarten. Ninety-eight percent of the parents in the full-day classes and ninety-three percent of the parents from the half-day classes indicated such learning. (Ref. pgs. 43 & 44) The degree of learning did seem greater to the parents of the full-day classes, however, since seventy-three percent of them and only forty-three percent of the half-day kindergarten parents indicated that their children had learned a great deal.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

| | | |
|--------------|--|-----------|
| <u>56/59</u> | My child gained much more confidence. | (50%/57%) |
| <u>27/33</u> | My child gained a little more confidence. | (29%/32%) |
| <u>9/12</u> | My child's confidence did not change much. | (10%/12%) |

Parents of students in both full-and half-day classes again, eighty-nine percent last year and eighty-nine percent this year, indicated that their child had gained more confidence in his or her ability since attending kindergarten. Ninety-six percent of the parents of students in the full-day classes and seventy-eight percent of the parents of students in the half-day classes indicated such confidence. (Ref. pgs. 43 & 44) Again, however, much more confidence was noted among the parents of children in the full-day classes.

5. How much of your child's total development in the last year would you say is from experiences in kindergarten?

| | | | | | |
|--------------|------|-----------|-------------|--------|-----------|
| <u>40/36</u> | Most | (43%/35%) | <u>10/7</u> | Little | (11%/13%) |
| <u>43/56</u> | Some | (46%/54%) | <u>0/0</u> | None | |

Parents of students in both the full-day classes and the half-day classes again, eighty-nine percent last year and eighty-nine percent this year, indicated that some or most of their child's total development was due to experiences in kindergarten. Ninety-five percent of the parents in the full-day classes and seventy-eight percent of the parents from the half-day classes indicated such development. (Ref. pgs. 43 & 44) The degree to which parents attributed that development to the kindergarten experience was, however, greater among parents of the full-day classes.

6. Is it necessary for you to have someone care for your child all day because of other demands on your time?

28/21 Yes (31%/20%) 61/83 No (69%/80%)

No real difference was noted between the responses of parents from the full-day kindergarten classes and parents from the half-day kindergarten classes as twenty-one percent of the former and nineteen percent of the latter indicated that it is necessary for them to have someone else care for their child all day because of other demands on their time. (Ref. pgs. 43 & 44)

7. How has your child generally responded to the kindergarten program?

| | | | | | |
|------------|-----------|---------|---------------|-------|-----------|
| <u>4/2</u> | Bored | (4%/2%) | <u>88/103</u> | Happy | (94%/99%) |
| <u>1/3</u> | Exhausted | (1%/3%) | <u>1/0</u> | Angry | (1%/0%) |

An overwhelming majority of parents in both classes again indicated, ninety-four percent last year and ninety-nine percent this year, that their child's general response to the kindergarten program was happy. One hundred percent of the full-day kindergarten parents and ninety-eight percent of the half-day parents so responded. (Ref. pgs. 43 & 44)

8. If you had to choose now, which would you prefer for your child?

| | | |
|--------------|-----------------------|-----------|
| <u>78/86</u> | Full-day kindergarten | (85%/83%) |
| <u>14/18</u> | Half-day kindergarten | (15%/17%) |

The majority of the parents again indicated a preference for full-day kindergarten. That preference was ninety-eight percent among parents of children in the full-day kindergarten classes. Among parents in the half-day kindergarten

classes forty percent preferred the half-day kindergarten experience. (It should be noted that the principals assigned into the half-day kindergarten class all of the children whose parents requested half-day kindergarten.)

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program. (Attach additional pages if necessary.)

Among "any other comments" about the kindergarten program there were 64 parents in favor of the full-day program. Ten parents commented in favor of the half-day program. Nine parents suggested that more academics be taught to those kindergarten children who are ready for same. Five parents indicated that there should not be an experimental and a control group in the same school. Three parents indicated a need for more social experiences in the kindergarten program.

Twenty-three parents from the half-day program commented in favor of the full-day program. Ten commented in favor of the half-day program. Four commented on the need to avoid putting an experimental and a control group in the same school.

From the full-day classes 41 parents commented in favor of the full-day program. Three suggested that more academics be taught to those kindergarten children who are ready for same.

VGIT1

SUMMARY OF COMMENTS
for
Kindergarten Questionnaire for Parents
January 1983/January 1984

A1 Briefly describe the strengths of your child's kindergarten program.

| Comments | Classes | Half | | | | | (half) | Totals
(all) | (full) | Full | | | |
|-------------------|---------|------|------|------|------|-------|--------|-----------------|--------|------|------|------|--|
| | | 1/9 | 2/10 | 3/11 | 4/12 | 5/13 | | | | 6/14 | 7/15 | 8/16 | |
| curriculum | | 3/7 | 4/6 | 1/3 | 3/4 | 11/20 | 35/53 | 24/33 | 5/7 | 5/9 | 8/8 | 6/9 | |
| teacher | | 9/2 | 0/6 | 1/2 | 1/3 | 11/13 | 18/23 | 7/10 | 0/2 | 3/4 | 1/2 | 3/2 | |
| time/pace | | 0/2 | 1/0 | 1/0 | 0/1 | 2/3 | 18/21 | 16/18 | 3/4 | 3/8 | 9/3 | 1/3 | |
| child's enjoyment | | 2/2 | 2/4 | 0/2 | 1/0 | 5/8 | 8/18 | 3/10 | 0/2 | 2/6 | 0/1 | 1/1 | |
| individualization | | 2/2 | 1/1 | 0/0 | 0/0 | 3/3 | 5/6 | 2/3 | 0/0 | 0/0 | 1/2 | 1/1 | |
| specialists | | 0/1 | 0/0 | 2/3 | 0/3 | 2/7 | 2/10 | 0/3 | 0/1 | 0/0 | 0/1 | 0/1 | |
| class size | | 0/0 | 1/0 | 0/0 | 0/0 | 1/0 | 1/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | |
| miscellaneous | | 1/0 | 2/0 | 0/2 | 0/0 | 3/2 | 8/7 | 5/5 | 2/2 | 1/0 | 1/2 | 1/1 | |

A2 Briefly describe the weaknesses of your child's kindergarten program.

| | | | | | | | | | | | |
|-------------------|-----|-----|-----|-----|-------|-------|-------|------|------|-----|------|
| none | 1/4 | 1/1 | 1/2 | 1/0 | 4/7 | 26/52 | 22/45 | 4/10 | 5/17 | 8/8 | 5/10 |
| time/pace | 8/2 | 5/9 | 0/2 | 1/9 | 14/22 | 19/23 | 5/1 | 0/0 | 0/0 | 5/0 | 0/1 |
| curriculum | 1/3 | 0/1 | 1/0 | 2/0 | 4/4 | 9/9 | 5/5 | 0/2 | 2/3 | 0/0 | 3/0 |
| individualization | 3/0 | 0/2 | 0/0 | 0/0 | 3/2 | 4/3 | 1/1 | 0/0 | 1/0 | 0/0 | 0/1 |
| class size | 1/0 | 1/3 | 0/4 | 0/0 | 2/7 | 2/10 | 0/3 | 0/0 | 0/1 | 0/1 | 0/1 |
| miscellaneous | 2/0 | 2/2 | 0/1 | 2/1 | 6/4 | 14/11 | 8/7 | 3/2 | 1/0 | 1/3 | 3/2 |

A3 Briefly describe how your child's kindergarten experiences should be improved.

| | | | | | | | | | | | |
|---------------------------|-----|-----|-----|-----|-------|-------|-------|-----|------|-----|------|
| adjust time/pace | 8/2 | 6/9 | 0/1 | 1/6 | 15/18 | 17/23 | 2/5 | 1/1 | 0/0 | 1/2 | 0/2 |
| adjust curriculum | 1/3 | 1/0 | 2/0 | 0/1 | 4/4 | 13/7 | 9/3 | 2/2 | 2/1 | 4/0 | 1/0 |
| more individualization | 3/0 | 2/1 | 0/0 | 1/0 | 6/1 | 7/7 | 1/6 | 0/1 | 1/3 | 0/0 | 0/2 |
| smaller class size | 2/0 | 1/3 | 0/2 | 0/0 | 3/5 | 6/6 | 3/1 | 0/0 | 1/1 | 0/0 | 2/0 |
| better facility/materials | 3/0 | 0/0 | 0/0 | 0/0 | 3/0 | 3/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 |
| miscellaneous | 1/4 | 0/3 | 0/0 | 4/2 | 5/9 | 10/18 | 5/9 | 0/2 | 0/2 | 4/3 | 1/2 |
| no suggestions | 3/2 | 0/2 | 0/0 | 0/2 | 3/6 | 17/43 | 14/37 | 3/7 | 4/12 | 4/8 | 3/10 |

584

583

C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program.

| | | | | | | | | | | | |
|--------------------------------------|-----|-----|-----|-----|-------|-------|-------|------|------|-----|-----|
| favor full day kdg. | 4/5 | 4/4 | 0/6 | 2/8 | 10/23 | 34/64 | 24/41 | 4/12 | 8/11 | 7/9 | 5/9 |
| more academics for those ready | 0/3 | 0/1 | 1/0 | 0/2 | 1/6 | 9/9 | 8/3 | 3/0 | 0/2 | 3/0 | 2/1 |
| against pilot/control in same school | 6/0 | 1/0 | 0/0 | 0/4 | 7/4 | 8/5 | 1/1 | 1/0 | 0/1 | 0/0 | 0/0 |
| favor half day program | 6/6 | 1/2 | 0/1 | 0/1 | 7/10 | 7/10 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 |
| more social experiences | 3/0 | 0/0 | 0/0 | 0/3 | 3/3 | 5/3 | 2/0 | 1/0 | 0/0 | 1/0 | 0/0 |
| miscellaneous | 2/2 | 3/4 | 2/2 | 1/4 | 8/12 | 17/21 | 9/9 | 0/3 | 2/1 | 5/5 | 2/0 |

585

586

PARENTS' QUESTIONNAIRE

42.

Classes 1-8/9-16

January 1983/January 1984

- B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

(Some parents did not answer every question. Some parents supplied two responses to some questions.)

1. How has your child's ability to work and play with other children changed since attending kindergarten?

49/42 My child has greatly improved. (54%/42%)
28/37 My child has improved a little. (31%/36%)
18/22 My child has not changed much. (21%/21%)

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 86/94 Yes 8/8 No
 (91%/90%) (9%/8%)

3. How much do you believe your child has learned in kindergarten?

55/57 My child has learned a great deal. (59%/55%)
31/43 My child has learned an average amount. (33%/41%)
7/4 My child has learned little. (8%/4%)

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

56/59 My child gained much more confidence. (60%/57%)
27/33 My child gained a little more confidence. (29%/32%)
9/12 My child's confidence did not change much. (10%/12%)

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

40/36 Most (43%/35%) 10/13 Little (11%/13%)
43/56 Some (46%/54%) 0/0 None (0%/0%)

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 28/21 Yes 61/83 No
 (31%/20%) (69%/80%)

7. How has your child generally responded to the kindergarten program?

4/2 Bored (4%/2%) 88/103 Happy (98%/99%)
1/3 Exhausted (1%/3%) 1/0 Angry (1%/0%)

8. If you had to choose now, which would you prefer for your child?

78/86 Full-day kindergarten (85%/83%)
14/18 Half-day kindergarten (18%/17%)

Classes 1-4/9-12 Half-Day

January 1983/January 1984

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

(Some parents did not answer every question. Some parents supplied two responses to some questions.)

1. How has your child's ability to work and play with other children changed since attending kindergarten?

13/13 My child has greatly improved. (37%/31%)

17/16 My child has improved a little. (48%/38%)

10/13 My child has improved a little. (48%/38%)
My child has not changed much. (29%/31%)

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 35/38 Yes 4/4 No
(100%/90%) (11%/4%)

3. How much do you believe your child has learned in kindergarten?

14/18 My child has learned a great deal. (40%/43%)

20/21 My child has learned a great deal. (40%/43%)
My child has learned an average amount. (57%/50%)

5/3 My child has learned little. (14%/7%)

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

15/19 My child gained much more confidence. (43%/45%)

19/14 My child gained a little more confidence. (54%/33%)

5/9 My child's confidence did not change much. (14%/21%)

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

13/11 Most (37%/26%) 6/9 Little (17%/21%)

| | | | | |
|-------------------|-----------|------------|------|---------|
| <u>20/22</u> Some | (57%/52%) | <u>0/0</u> | None | (0%/0%) |
|-------------------|-----------|------------|------|---------|

6. Is it necessary for you to have someone care for your child
all day because of other demands on your time? 10/8 Yes 24/34 No
(29%/19%) (69%/81%)

7. How has your child generally responded to the kindergarten program?

3/2 Bored (9%/15%) 35/41 Happy (100%/98%)

| | | | | | |
|------------|-----------|---------|------------|-------|---------|
| <u>1/3</u> | Exhausted | (3%/7%) | <u>0/0</u> | Angry | (0%/0%) |
|------------|-----------|---------|------------|-------|---------|

8. If you had to choose now, which would you prefer for your child?

25/25 Full-day kindergarten (71%/60%)

| | | |
|--------------|-----------------------|-----------|
| <u>40/40</u> | Half-day kindergarten | (40%/40%) |
|--------------|-----------------------|-----------|

PARENTS' QUESTIONNAIRE

44.

Classes 5-8/13-16 Full Day January 1983/January 1984

Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

(Some parents did not answer every question. Some parents supplied two responses to some questions.)

1. How has your child's ability to work and play with other children changed since attending kindergarten?

36/31 My child has greatly improved. (65%/50%)
11/21 My child has improved a little. (20%/34%)
8/9 My child has not changed much. (15%/15%)

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 51/56 Yes 4/4 No
 (93%/90%) (7%/6%)

3. How much do you believe your child has learned in kindergarten?

41/39 My child has learned a great deal. (75%/63%)
11/22 My child has learned an average amount. (20%/35%)
2/1 My child has learned little. (4%/2%)

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

41/40 My child gained much more confidence. (75%/65%)
8/19 My child gained a little more confidence. (15%/31%)
5/3 My child's confidence did not change much. (7%/5%)

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

27/25 Most (49%/40%) 4/4 Little (7%/6%)
23/34 Some (41%/55%) 1/0 None (1%/0%)

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 18/13 Yes 34/49 No
 (33%/21%) (62%/79%)

7. How has your child generally responded to the kindergarten program?

1/0 Bored (2%/0%) 53/62 Happy (96%/100%)
0/0 Exhausted (0%/0%) 1/0 Angry (2%/0%)

8. If you had to choose now, which would you prefer for your child?

53/61 Full-day kindergarten (96%/98%)
2/1 Half-day kindergarten (4%/2%)

Class 1/9

January 1983/January 1984

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

(Some parents did not answer every question. Some parents supplied two responses to some questions.)

1. How has your child's ability to work and play with other children changed since attending kindergarten?

4/3 My child has greatly improved.
6/3 My child has improved a little.
6/4 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 12/8 Yes 4/2 No

3. How much do you believe your child has learned in kindergarten?

4/4 My child has learned a great deal.
8/4 My child has learned an average amount.
4/2 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

5/4 My child gained much more confidence.
8/2 My child gained a little more confidence.
4/3 My child's confidence did not change much.

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

| | |
|-----------------|-------------------|
| <u>5/3</u> Most | <u>4/3</u> Little |
| <u>6/4</u> Some | <u>0/0</u> None |

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 5/1 Yes 10/9 No

7. How has your child generally responded to the kindergarten program?

| | |
|----------------------|-------------------|
| <u>1/1</u> Bored | <u>15/9</u> Happy |
| <u>0/0</u> Exhausted | <u>0/0</u> Angry |

8. If you had to choose now, which would you prefer for your child?

8/3 Full-day kindergarten
8/7 Half-day kindergarten

PARENTS' QUESTIONNAIRE

46.

Class 2/10

January 1983/January 1984

Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

(Some parents did not answer every question. Some parents supplied two responses to some questions.)

1. How has your child's ability to work and play with other children changed since attending kindergarten?

6/4 My child has greatly improved.
5/4 My child has improved a little.
2/5 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 13/12 Yes 0/1 No

3. How much do you believe your child has learned in kindergarten?

6/3 My child has learned a great deal.
6/9 My child has learned an average amount.
1/1 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

6/6 My child gained much more confidence.
6/4 My child gained a little more confidence.
1/3 My child's confidence did not change much.

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

| | |
|-----------------|-------------------|
| <u>4/3</u> Most | <u>2/4</u> Little |
| <u>8/6</u> Some | <u>0/0</u> None |

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 4/2 Yes 9/11 No

7. How has your child generally responded to the kindergarten program?

| | |
|----------------------|--------------------|
| <u>1/1</u> Bored | <u>12/13</u> Happy |
| <u>0/1</u> Exhausted | <u>0/0</u> Angry |

8. If you had to choose now, which would you prefer for your child?

9/9 Full-day kindergarten
4/4 Half-day kindergarten

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

(Some parents did not answer every question. Some parents supplied two responses to some questions.)

1. How has your child's ability to work and play with other children changed since attending kindergarten?

1/4 My child has greatly improved.
4/4 My child has improved a little.
0/1 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 4/9 Yes 0/0 No

3. How much do you believe your child has learned in kindergarten?

3/7 My child has learned a great deal.
1/2 My child has learned an average amount.
0/0 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

2/6 My child gained much more confidence.
2/2 My child gained a little more confidence.
0/1 My child's confidence did not change much.

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

| | |
|-----------------|-------------------|
| <u>2/3</u> Most | <u>0/0</u> Little |
| <u>2/6</u> Some | <u>0/0</u> None |

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 0/3 Yes 3/6 No

7. How has your child generally responded to the kindergarten program?

| | |
|----------------------|------------------|
| <u>1/0</u> Bored | <u>3/9</u> Happy |
| <u>0/1</u> Exhausted | <u>0/0</u> Angry |

8. If you had to choose now, which would you prefer for your child?

2/5 Full-day kindergarten
2/4 Half-day kindergarten

PARENTS' QUESTIONNAIRE

48.

Class 4/12

January 1983/January 1984

B Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

(Some parents did not answer every question. Some parents supplied two responses to some questions.)

1. How has your child's ability to work and play with other children changed since attending kindergarten?

2/2 My child has greatly improved.
2/5 My child has improved a little.
2/3 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 6/9 Yes 0/1 No

3. How much do you believe your child has learned in kindergarten?

1/4 My child has learned a great deal.
5/6 My child has learned an average amount.
0/0 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

2/3 My child gained much more confidence.
3/6 My child gained a little more confidence.
1/1 My child's confidence did not change much.

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

| | |
|-----------------|-------------------|
| <u>2/2</u> Most | <u>0/2</u> Little |
| <u>4/6</u> Some | <u>0/0</u> None |

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 1/2 Yes 5/8 No

7. How has your child generally responded to the kindergarten program?

| | |
|----------------------|-------------------|
| <u>0/0</u> Bored | <u>5/10</u> Happy |
| <u>1/1</u> Exhausted | <u>0/0</u> Angry |

8. If you had to choose now, which would you prefer for your child?

6/8 Full-day kindergarten
0/2 Half-day kindergarten

Class 5/13

January 1983/January 1984

- B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

(Some parents did not answer every question. Some parents supplied two responses to some questions.)

1. How has your child's ability to work and play with other children changed since attending kindergarten?

8/5 My child has greatly improved.
2/5 My child has improved a little.
3/2 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 12/13 Yes 1/0 No

3. How much do you believe your child has learned in kindergarten?

12/10 My child has learned a great deal.
1/3 My child has learned an average amount.
 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

10/9 My child gained much more confidence.
1/3 My child gained a little more confidence.
1/1 My child's confidence did not change much.

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

6/6 Most 1/1 Little
6/6 Some 0/0 None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 3/3 Yes 9/10 No

7. How has your child generally responded to the kindergarten program?

0/0 Bored 13/13 Happy
0/0 Exhausted 0/0 Angry

8. If you had to choose now, which would you prefer for your child?

11/13 Full-day kindergarten
2/0 Half-day kindergarten

PARENTS' QUESTIONNAIRE

50.

Class 6/14

January 1983/January 1984

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

(Some parents did not answer every question. Some parents supplied two responses to some questions.)

1. How has your child's ability to work and play with other children changed since attending kindergarten?

8/9 My child has greatly improved.
2/11 My child has improved a little.
1/3 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 11/1 Yes 0/3 No

3. How much do you believe your child has learned in kindergarten?

6/11 My child has learned a great deal.
4/11 My child has learned an average amount.
0/1 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

8/14 My child gained much more confidence.
3/8 My child gained a little more confidence.
0/1 My child's confidence did not change much.

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

6/9 Most 1/0 Little
5/15 Some 0/0 None

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 5/4 Yes 5/19 No

7. How has your child generally responded to the kindergarten program?

0/0 Bored 10/23 Happy
0/0 Exhausted 1/0 Angry

8. If you had to choose now, which would you prefer for your child?

11/22 Full-day kindergarten
0/1 Half-day kindergarten

Class 7/15

January 1983/January 1984

B. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

(Some parents did not answer every question. Some parents supplied two responses to some questions.)

1. How has your child's ability to work and play with other children changed since attending kindergarten?

13/5 My child has greatly improved.
5/4 My child has improved a little.
1/2 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 18/10 Yes 1/0 No

3. How much do you believe your child has learned in kindergarten?

15/6 My child has learned a great deal.
4/5 My child has learned an average amount.
0/0 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

15/3 My child gained much more confidence.
2/7 My child gained a little more confidence.
2/1 My child's confidence did not change much.

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

| | |
|------------------|-------------------|
| <u>10/4</u> Most | <u>1/1</u> Little |
| <u>7/6</u> Some | <u>1/0</u> None |

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 6/0 Yes 13/1 No

7. How has your child generally responded to the kindergarten program?

| | |
|----------------------|--------------------|
| <u>0/0</u> Bored | <u>19/11</u> Happy |
| <u>0/0</u> Exhausted | <u>0/0</u> Angry |

8. If you had to choose now, which would you prefer for your child?

| |
|------------------------------------|
| <u>19/11</u> Full-day kindergarten |
| <u>0/0</u> Half-day kindergarten |

Class 8/16

January 1983/January 1984

3. Please check the one statement that best represents your opinion for each question about your child's kindergarten program.

(Some parents did not answer every question. Some parents supplied two responses to some questions.)

1. How has your child's ability to work and play with other children changed since attending kindergarten?

7/12 My child has greatly improved.
2/1 My child has improved a little.
3/2 My child has not changed much.

2. The kindergarten program is well balanced in terms of the kinds of activities offered to my child. 10/14 Yes 2/1 No

3. How much do you believe your child has learned in kindergarten?

8/12 My child has learned a great deal.
2/3 My child has learned an average amount.
2/0 My child has learned little.

4. How would you describe the change in your child's confidence in his or her ability since attending kindergarten?

8/14 My child gained much more confidence.
2/1 My child gained a little more confidence.
1/0 My child's confidence did not change much.

5. How much of your child's total development since school began would you say is from experiences in kindergarten?

| | |
|-----------------|-------------------|
| <u>5/7</u> Most | <u>2/1</u> Little |
| <u>5/7</u> Some | <u>0/0</u> None |

6. Is it necessary for you to have someone care for your child all day because of other demands on your time? 4/6 Yes 7/9 No

7. How has your child generally responded to the kindergarten program?

| | |
|----------------------|--------------------|
| <u>1/0</u> Bored | <u>11/15</u> Happy |
| <u>0/0</u> Exhausted | <u>0/0</u> Angry |

8. If you had to choose now, which would you prefer for your child?

| |
|------------------------------------|
| <u>12/15</u> Full-day kindergarten |
| <u>0/0</u> Half-day kindergarten |

QUESTIONNAIRE FOR AIDES

Four lunchroom/playground aides were regularly involved with the kindergarten pilot program. An aide worked for two hours at each of the pilot sites. The aides assisted primarily with lunch, recess and rest period.

The responses to the questionnaire from the aides at this year's four pilot sites were very similar to the responses received from the aides involved in last year's pilot program. The aides this year, like last year:

- A. 1. unanimously agreed that the full-day kindergarten students adjusted quickly and easily to the lunch time routine.
2. unanimously agreed that the full-day kindergarten students benefit from the scheduled rest time.
3. unanimously disagreed that the full-day kindergarten students had difficulty getting involved in organized games. Stated more positively, the aides seemed to agree that the full-day kindergarten students easily became involved in organized games.
4. unanimously disagreed that the full-day kindergarten students had difficulty adjusting to the aides' role. Stated more positively, the aides seemed to agree that the full-day kindergarten students easily adjusted to the aides' role.
5. unanimously agreed that the full-day kindergarten students interacted well with their peers.

- B. Three of the four aides made comments. The three comments were very positive. The aides perceived that the children learned more because they had more time. They felt the children were eager to learn, well adjusted and anxious to share experiences. All three expressed a feeling of satisfaction with their role; they are enjoying the experience and find it very rewarding.

OFFICE OF THE SUPERINTENDENT
HAMILTON TOWNSHIP SCHOOLS

DEPARTMENT OF ELEMENTARY EDUCATION

SUMMARY
OF
KINDERGARTEN QUESTIONNAIRE FOR AIDES

January 1983/January 1984

- A. Based on your own experience, please check a letter that best represents your opinion for each of the following statements:

- | | |
|---------------------|------------------------|
| a. I strongly agree | d. I disagree |
| b. I agree. | e. I strongly disagree |
| c. I am undecided. | |

- | | <u>a</u> | <u>b</u> | <u>c</u> | <u>d</u> | <u>e</u> |
|---|------------|------------|----------|------------|------------|
| 1. The full-day kindergarten students adjusted quickly and easily to the lunchtime routine - the lines, trays, recess, rest, etc. | <u>5/3</u> | <u>0/1</u> | ___ | ___ | ___ |
| 2. The full-day kindergarten students benefited from the schedule rest time. | <u>2/0</u> | <u>3/4</u> | ___ | ___ | ___ |
| 3. The full-day kindergarten students had difficulty getting involved in organized games. | ___ | ___ | ___ | <u>3/2</u> | <u>2/2</u> |
| 4. The full-day kindergarten students had difficulty adjusting to the aide's role. | ___ | ___ | ___ | <u>1/1</u> | <u>4/3</u> |
| 5. The full-day kindergarten students interact well with their peers. | <u>3/2</u> | <u>1/2</u> | ___ | <u>1/0</u> | ___ |
- B. Please add any other comments that might help us to evaluate and/or improve the kindergarten program. (Use reverse side and/or attach additional pages if necessary.)

QUESTIONNAIRE FOR PROFESSIONAL STAFF

It is again important to note that the attitudinal questionnaires were designed to insure an equal balance of positive statements and negative statements concerning full-day kindergarten and half-day kindergarten, so as to prevent the respondents from developing a response set (i.e. consistently agreeing/disagreeing without deliberation). The prevention of a response set increases the internal reliability of an instrument.

Unfortunately the Committee also noted that because of their desire not to weight the questionnaire either pro-full-day or pro-half-day, some statements elicited responses which were difficult to interpret. Staff disagreements were reported as negative statements which could not always be clearly reworded because converse statements may or may not be true and therefore could not be routinely inferred. If the converse of all items had been included, the questionnaires would have been increased to an unmanageable number of items. (It is difficult to get respondents to complete an overly lengthy questionnaire.)

The Committee again noted that the professional staff generally favors the full-day kindergarten program, although the staff, especially the resource teachers, did respond as undecided to several of the questions. That indecision was interpreted as a measure of the staff's desire to be honest, appreciating that it is too early in the program to determine all answers.

It should also be noted that as subgroups of the professional staff, the principals, the kindergarten teachers and the resource teachers sometimes perceived the situation differently. Resource teachers as a group most often responded differently and much more frequently indicated a response of undecided. This can be attributed to the limited time to date that they have spent with the children in the program.

KINDERGARTEN QUESTIONNAIRE

A.

1. Briefly describe the strengths of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

As a total group the professional staff again most frequently indicated time as a strength of the full-day program. Twenty-five (25) professional staff members noted time as a strength. Additionally, eight staff members identified less pressure of time as a strength of the full-day program. Four principals commented about time and one commented about the less pressure of time. Fifteen resource teachers noted time as a strength of the full-day program.

Additionally, eight of the thirteen miscellaneous comments about strengths of the full-day program were made by the resource teachers who noted the children's independence, sense of social and emotional maturity, and better skill development as strengths of the full-day program. The Committee again noted that the resource teachers may be the most objective of the three groups. Further the Committee was surprised to note such differences already perceived as strengths of the full-day program by the resource teachers.

2. Briefly describe the weaknesses of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

As a group the professional staff again most frequently indicated comments about "some students" and comments about the length of the day as weaknesses of the full day program. Nine noted "some students" as a weakness of the full-day program. Five noted that the day was a little too long, particularly for some students.

Twenty (20) staff members of the professional staff indicated "none" as a weakness of the full-day kindergarten program. This was considered to be a significant favorable response by the Committee.

3. Briefly describe ways to remedy any weaknesses of the full-day kindergarten pilot program.

As a whole the professional staff again most frequently commented about the need to adjust time as one possible way to improve the full-day kindergarten program. Two of the principals and six of the resource staff recommended that there be a time adjustment in the full-day kindergarten program. Additionally, three of the professional staff commented that we screen students differently or make the full-day program optional as a way of improving the pilot. Two resource teachers suggested increasing the time that the aide spends in the classroom to enable the teacher to provide more individual attention.

4. Briefly describe any difference in the resources supplied to the experimental and control kindergarten classes in your school.

Twenty six (26) members of the professional staff indicated "none" in answer to any difference in resources between the full and half day program. Only one principal commented about carpeting being an additional resource for the full-day program.

B.

1. The majority of the professional staff again disagreed that half-day students interact better with their peers than full-day kindergarten students. In other words, half-day kindergarten students do not interact better with their peers than full-day kindergarten students. Six of the resource teachers and one principal agreed that half-day students interact better with their peers than full-day kindergarten students.

2. The majority of the professional staff again agreed that the full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. A minority of the resource teachers, however, either disagreed or remained undecided. This response by resource teachers can be explained by the fact that both full- and half-day classes receive equal time from the resource staff.
3. The professional staff again disagreed that at this point in time students in the half-day program seem better prepared for first grade than students in the full-day program. All but one kindergarten teacher disagreed, while four resource teachers disagreed and several others remained undecided. In other words, at this point in time students in the half-day program do not seem better prepared for first grade than students in the full-day program.
4. The majority of the professional staff again agreed that full-day kindergarten students become more independent than half-day students. Three classroom and three resource teachers disagreed and several remained undecided.
5. The professional staff as a whole disagreed that half-day students master the same number of skills on the kindergarten skills arrays as do full-day kindergarten students. Kindergarten teachers again unanimously disagreed, and two principals and several resource teachers were undecided.
6. The majority of all three subgroups of the professional staff again disagreed that the attention span of students in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. In other words, the attention span of students in the half-day kindergarten program was not perceived as better developed than that of students in the full-day kindergarten program.

7. The majority of all three subgroups of the professional staff again disagreed that most of the kindergarten students this year are too emotionally immature to adjust to the full-day program without serious difficulties. Stated more positively most of the kindergarten students this year were perceived to be emotionally mature enough to adjust to the full-day program without serious difficulty.
8. All three subgroups of the professional staff again disagreed that students in the half-day program are more challenged to develop their individual potential than students in the full-day program. In other words, students in the half-day program are not more challenged to develop their individual potential than students in the full-day program.
9. All three subgroups of the professional staff again agreed that full-day kindergarten should be expanded to other schools in Hamilton Township.
10. All three subgroups of the professional staff again agreed that full-day kindergarten students have more opportunities than half-day kindergarten students to socialize with their peers.
11. Although several remained undecided, the majority of the professional staff agreed that full-day kindergarten students retain more of the curriculum than half-day kindergarten students. Kindergarten teachers again unanimously agreed that full-day kindergarten students retain more of the kindergarten curriculum than half-day kindergarten students.
12. All three subgroups of the professional staff again disagreed that the majority of kindergarten students are too tired in the afternoon to benefit from instruction. Stated more positively, the majority of kindergarten students are alert enough in the afternoon to benefit from instruction.

13. The majority of the three subgroups of the professional staff again disagreed that the full-day kindergarten students have difficulty handling the lunch time at school. Stated more positively, the professional staff perceived that full-day kindergarten students easily handle the lunch time at school. Several resource teachers indicated undecided, but this was considered to be due to their limited involvement with the children during the lunch period.
14. The majority of the three subgroups of the professional staff again agreed that full-day kindergarten students have greater opportunity to participate in school-wide activities/programs.
15. The professional staff as a whole again disagreed but several resource teachers remained undecided about the statement that the listening skills of students in the half-day kindergarten program are better developed than those of students in the full-day kindergarten program. Stated differently, the listening skills of students in the half-day kindergarten program were not perceived to be better developed than those of students in the full-day kindergarten program.
16. The majority of all three subgroups of the professional staff again disagreed that custodial activities necessary to accommodate kindergarten students in the full-day program make actual instructional time approximately equal to or less than that of the half-day program. Several resource teachers remained undecided. Stated more positively, the professional staff perceived that despite custodial activities necessary to accommodate kindergarten students in the full-day program, there is actually more instructional time in the full-day program than in the half-day program.
17. The majority of all three subgroups of the professional staff again disagreed that the half-day kindergarten program provides more effective instruction than the full-day kindergarten program. Again, several resource teachers remained undecided.

Stated differently, the half-day kindergarten program does not provide more effective instruction than the full-day kindergarten program in the opinion of the professional staff.

18. The kindergarten teachers and principals again agreed that the use of the two hour aides for the full-day program is satisfactory. The majority of resource teachers remained undecided.
 19. The majority of all three subgroups of the professional staff again disagreed that the pressure of time available to accomplish the kindergarten objectives is less upsetting to the students and teacher in the half-day program than to those in the full-day program. Stated more positively, the pressure of time available to accomplish the kindergarten objectives is more upsetting to the students and teacher in the half-day program than to those in the full-day program.
 20. While many of the resource teachers again remained undecided, the professional staff as a whole and the kindergarten teachers particularly agreed that it is more satisfying to teach one full-day kindergarten class than two half-day kindergarten classes.
- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

Nine members of the professional staff suggested expanding the full-day program. Five resource teachers felt scheduling was much easier for full-day classes. Two principals expressed concern about "holding-back" the full-day classes to avoid acceleration beyond the half-day classes. There was a perception that more could be accomplished with full-day classes if this constraint were to be eliminated.

SUMMARY OF COMMENTS
for
Kindergarten Questionnaire for Professional Staff
January, 1983/January 1984

1. Briefly describe the strengths of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

| Comments | Groups | Total | Principals | Kdg.
Teachers | Resource
Teachers |
|---|--------|-------|------------|------------------|----------------------|
| time/pace | | 14/25 | 4/4 | 7/6 | 3/15 |
| pressure | | 10/8 | 4/1 | 6/5 | 0/2 |
| miscellaneous | | 11/3 | 0/0 | 0/0 | 2/3 |
| (independence/social
maturity/emotional
growth/academic skill
development) | | 9/13 | 0/2 | 0/3 | 9/8 |

2. Briefly describe the weaknesses of the full-day kindergarten pilot program in comparison to the half-day kindergarten program.

| | | | | |
|------------------|------|-----|-----|------|
| some students | 7/9 | 2/2 | 3/1 | 2/6 |
| length of day | 7/5 | 0/0 | 3/0 | 4/5 |
| preparation time | 3/0 | 0/0 | 3/0 | 0/0 |
| none | 5/20 | 1/3 | 0/5 | 4/12 |
| miscellaneous | 3/4 | 1/0 | 0/1 | 2/3 |

3. Briefly describe ways to remedy any weaknesses of the full-day kindergarten pilot program.

| | | | | |
|--|-----|-----|-----|-----|
| adjust time/pace | 8/8 | 0/2 | 4/0 | 4/6 |
| screen students
differently | 4/3 | 1/0 | 1/0 | 2/3 |
| eliminate pilot/con-
troll at same site | 3/0 | 3/0 | 0/0 | 0/0 |
| miscellaneous | 2/2 | 0/0 | 2/0 | 0/2 |

4. Briefly describe any difference in the resources supplied to the experimental and control kindergarten classes in your school.

| | | | | |
|-------------------|-------|-----|-----|------|
| none | 14/26 | 1/1 | 4/6 | 9/19 |
| lunch/carpet | 3/1 | 3/1 | 0/0 | 0/0 |
| other (furniture) | 1/0 | 0/0 | 1/0 | 0/0 |

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program.

| | | | | |
|--|-----|-----|-----|-----|
| expand full-day kinder-
garten to all schools | 6/9 | 0/1 | 0/5 | 6/3 |
| adjust schedule | 2/1 | 0/0 | 2/1 | 0/0 |
| miscellaneous | 6/7 | 0/2 | 4/0 | 2/5 |
| none | 4/0 | 4/0 | 0/0 | 0/0 |

B. Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- | | |
|----------------------|-------------------------|
| a. I strongly agree. | d. I disagree. |
| b. I agree. | e. I strongly disagree. |
| c. I am undecided. | |

January 1983/January 1984

| a | b | c | d | e |
|---|---|---|---|---|
|---|---|---|---|---|

- | | | | | | |
|---|-------|-------|-------|-------|-------|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | 0/0 | 1/6 | 3/9 | 20/15 | 5/11 |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | 8/21 | 8/9 | 6/5 | 2/6 | 0/1 |
| 3. At this point in time students in the half-day program seem better prepared for first grade than students in the full-day program. | 0/2 | 2/3 | 7/12 | 10/13 | 8/13 |
| 4. Full-day kindergarten students become more independent than half-day students. | 4/11 | 14/16 | 5/10 | 5/6 | 0/0 |
| 5. Half-day kindergarten students MASTER (not just cover) the same number of the skills on the kindergarten skills arrays as do full-day kindergarten students. | 0/1 | 6/4 | 8/12 | 5/18 | 4/8 |
| 6. The attention span of students in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | 0/2 | 2/5 | 7/5 | 16/19 | 4/12 |
| 7. Most of the kindergarten students this year are too emotionally immature to adjust to the full-day program without serious difficulties. | 0/2 | 0/1 | 4/3 | 11/20 | 12/15 |
| 8. Students in the half-day program are more challenged to develop their individual potential than students in the full-day program. | 0/0 | 0/1 | 4/5 | 16/21 | 6/14 |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | 13/26 | 13/11 | 3/7 | 0/1 | 0/0 |
| 10. Full-day kindergarten students have more opportunities than half-day kindergarten students to socialize with their peers. | 13/20 | 10/21 | 1/2 | 2/1 | 0/0 |
| 11. Full-day kindergarten students retain more of the curriculum than half-day kindergarten students. | 5/10 | 7/16 | 14/11 | 1/5 | 0/0 |
| 12. The majority of my kindergarten students are too tired in the afternoon to benefit from instruction. | 1/0 | 2/2 | 2/6 | 14/23 | 2/10 |

COMPOSITE PROFESSIONAL STAFF continued

Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- | | | | |
|----|-------------------|----|----------------------|
| a. | I strongly agree. | d. | I disagree. |
| b. | I agree. | e. | I strongly disagree. |
| c. | I am undecided. | | |

| | <u>a</u> | <u>b</u> | <u>c</u> | <u>d</u> | <u>e</u> |
|--|--------------|--------------|-------------|--------------|--------------|
| 13. Full-day kindergarten students have difficulty handling the lunch time at school. | <u>0/0</u> | <u>1/1</u> | <u>3/14</u> | <u>4/15</u> | <u>9/11</u> |
| 14. Full-day kindergarten students have greater opportunity to participate in school-wide activities/programs. | <u>12/20</u> | <u>11/22</u> | <u>1/1</u> | <u>2/1</u> | <u>-/1</u> |
| 15. The listening skills of students in the half-day kindergarten program are better developed than those of students in the full-day kindergarten program. | <u>0/0</u> | <u>2/4</u> | <u>4/6</u> | <u>17/23</u> | <u>3/11</u> |
| 16. Custodial activities (e.g., lunch, additional rest, dressing, money collections, etc.), necessary to accommodate kindergarten students in the full-day program, make actual instructional time approximately equal to or less than that of the half-day program. | <u>0/0</u> | <u>1/0</u> | <u>2/8</u> | <u>7/13</u> | <u>12/13</u> |
| 17. The half-day kindergarten program provides more effective instruction than the full-day kindergarten program. | <u>0/0</u> | <u>0/3</u> | <u>3/6</u> | <u>11/9</u> | <u>10/19</u> |
| 18. The use of the 2 hour aide for the full-day program is satisfactory. | <u>4/6</u> | <u>9/10</u> | <u>2/14</u> | <u>2/4</u> | <u>1/2</u> |
| 19. The pressure of time available to accomplish the kindergarten objectives is less upsetting to the students and teacher in the half-day program than to those in the full-day program. | <u>1/0</u> | <u>0/2</u> | <u>3/7</u> | <u>8/17</u> | <u>11/11</u> |
| 20. It is more satisfying to teach one full-day kindergarten class than two half-day kindergarten sessions. | <u>7/19</u> | <u>3/9</u> | <u>6/7</u> | <u>3/2</u> | <u>0/0</u> |

B. Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree. d. I disagree.
b. I agree. e. I strongly disagree.
c. I am undecided.

January 1983/January 1984

| | a | b | c | d | e |
|---|------------|------------|------------|------------|------------|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | — | <u>1/1</u> | <u>0/1</u> | <u>2/1</u> | <u>1/2</u> |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | <u>1/3</u> | <u>2/2</u> | — | <u>0/1</u> | — |
| 3. At this point in time students in the half-day program seem better prepared for first grade than students in the full-day program. | — | — | <u>2/1</u> | <u>2/2</u> | <u>0/2</u> |
| 4. Full-day kindergarten students become more independent than half-day students. | <u>1/2</u> | <u>1/1</u> | <u>1/2</u> | <u>0/1</u> | — |
| 5. Half-day kindergarten students MASTER (not just cover) the same number of the skills on the kindergarten skills arrays as do full-day kindergarten students. | — | <u>1/0</u> | <u>2/2</u> | <u>0/1</u> | <u>1/2</u> |
| 6. The attention span of students in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | — | — | <u>2/1</u> | <u>2/3</u> | <u>0/1</u> |
| 7. Most of the kindergarten students this year are too emotionally immature to adjust to the full-day program without serious difficulties. | — | — | — | <u>2/2</u> | <u>2/3</u> |
| 8. Students in the half-day program are more challenged to develop their individual potential than students in the full-day program. | — | — | — | <u>3/4</u> | <u>0/1</u> |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | <u>3/4</u> | <u>1/1</u> | — | — | — |
| 10. Full-day kindergarten students have more opportunities than half-day kindergarten students to socialize with their peers. | <u>4/3</u> | <u>0/2</u> | — | — | — |
| 11. Full-day kindergarten students retain more of the curriculum than half-day kindergarten students. | <u>0/1</u> | <u>0/2</u> | <u>4/2</u> | — | — |
| 12. The majority of my kindergarten students are too tired in the afternoon to benefit from instruction. | <u>1/0</u> | — | <u>0/2</u> | <u>1/1</u> | <u>1/2</u> |

PRINCIPALS' QUESTIONNAIRE

Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree. d. I disagree.
 b. I agree. e. I strongly disagree.
 c. I am undecided.

| | <u>a</u> | <u>b</u> | <u>c</u> | <u>d</u> | <u>e</u> |
|--|------------|------------|------------|------------|------------|
| 13. Full-day kindergarten students have difficulty handling the lunch time at school. | — | — | <u>0/1</u> | <u>0/1</u> | <u>4/3</u> |
| 14. Full-day kindergarten students have greater opportunity to participate in school-wide activities/programs. | <u>2/2</u> | <u>1/3</u> | — | <u>1/0</u> | — |
| 15. The listening skills of students in the half-day kindergarten program are better developed than those of students in the full-day kindergarten program. | — | — | <u>2/1</u> | <u>1/3</u> | <u>1/0</u> |
| 16. Custodial activities (e.g., lunch, additional rest, dressing, money collections, etc.), necessary to accommodate kindergarten students in the full-day program, make actual instructional time approximately equal to or less than that of the half-day program. | — | — | — | <u>0/3</u> | <u>4/2</u> |
| 17. The half-day kindergarten program provides more effective instruction than the full-day kindergarten program. | — | — | — | <u>0/1</u> | <u>4/3</u> |
| 18. The use of the 2 hour aide for the full-day program is satisfactory. | <u>3/3</u> | <u>1/1</u> | <u>0/1</u> | — | — |
| 19. The pressure of time available to accomplish the kindergarten objectives is less upsetting to the students and teacher in the half-day program than to those in the full-day program. | — | <u>0/1</u> | — | <u>1/2</u> | <u>3/2</u> |
| 20. It is more satisfying to teach one full-day kindergarten class than two half-day kindergarten sessions. | <u>1/3</u> | <u>1/2</u> | <u>2/0</u> | — | — |

KINDERGARTEN TEACHERS' QUESTIONNAIRE

68.

B. Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- | | |
|----------------------|-------------------------|
| a. I strongly agree. | d. I disagree. |
| b. I agree. | e. I strongly disagree. |
| c. I am undecided. | |

January 1983/January 1984

| | a | b | c | d | e |
|---|-----|-----|-----|-----|-----|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | — | — | 0/2 | 7/2 | 0/4 |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | 4/5 | 3/0 | — | 3/0 | — |
| 3. At this point in time students in the half-day program seem better prepared for first grade than students in the full-day program. | — | 0/1 | — | 3/1 | 4/6 |
| 4. Full-day kindergarten students become more independent than half-day students. | 0/3 | 6/2 | — | 1/3 | — |
| 5. Half-day kindergarten students MASTER (not just cover) the same number of the skills on the kindergarten skills arrays as do full-day kindergarten students. | — | 0/1 | 0/1 | 3/5 | 2/3 |
| 6. The attention span of students in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | — | — | 1/0 | 4/3 | 2/5 |
| 7. Most of the kindergarten students this year are too emotionally immature to adjust to the full-day program without serious difficulties. | — | — | — | 3/1 | 4/7 |
| 8. Students in the half-day program are more challenged to develop their individual potential than students in the full-day program. | — | — | — | 4/3 | 3/5 |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | 6/8 | 1/0 | — | — | — |
| 10. Full-day kindergarten students have more opportunities than half-day kindergarten students to socialize with their peers. | 5/7 | 1/1 | — | 1/0 | — |
| 11. Full-day kindergarten students retain more of the curriculum than half-day kindergarten students. | 4/4 | 1/4 | 1/0 | 1/0 | — |
| 12. The majority of my kindergarten students are too tired in the afternoon to benefit from instruction. | — | — | — | 4/4 | 1/3 |

KINDERGARTEN TEACHERS' QUESTIONNAIRE

Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree.
b. I agree.
c. I am undecided.

- d. I disagree.
e. I strongly disagree.

January 1983/January 1984

a b c d e

- | | | | | | |
|--|------------|------------|------------|------------|------------|
| 13. Full-day kindergarten students have difficulty handling the lunch time at school. | — | — | <u>1/0</u> | <u>0/1</u> | <u>4/7</u> |
| 14. Full-day kindergarten students have greater opportunity to participate in school-wide activities/programs. | <u>6/5</u> | <u>1/1</u> | — | <u>0/1</u> | <u>0/1</u> |
| 15. The listening skills of students in the half-day kindergarten program are better developed than those of students in the full-day kindergarten program. | — | — | <u>1/0</u> | <u>5/3</u> | <u>1/5</u> |
| 16. Custodial activities (e.g., lunch, additional rest, dressing, money collections, etc.), necessary to accommodate kindergarten students in the full-day program, make actual instructional time approximately equal to or less than that of the half-day program. | — | — | — | <u>1/1</u> | <u>5/6</u> |
| 17. The half-day kindergarten program provides more effective instruction than the full-day kindergarten program. | — | — | — | <u>2/0</u> | <u>5/8</u> |
| 18. The use of the 2 hour aide for the full-day program is satisfactory. | <u>1/3</u> | <u>2/4</u> | — | — | <u>1/1</u> |
| 19. The pressure of time available to accomplish the kindergarten objectives is less upsetting to the students and teacher in the half-day program than to those in the full-day program. | — | — | — | <u>0/5</u> | <u>7/3</u> |
| 20. It is more satisfying to teach one full-day kindergarten class than two half-day kindergarten sessions. | <u>4/8</u> | <u>1/0</u> | <u>1/0</u> | — | — |

B. Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- | | |
|----------------------|-------------------------|
| a. I strongly agree. | d. I disagree. |
| b. I agree. | e. I strongly disagree. |
| c. I am undecided. | |

January 1983/January 1984

a b c d e

- | | | | | | |
|---|-------------|--------------|-------------|--------------|------------|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | <u>0/1</u> | <u>0/5</u> | <u>3/6</u> | <u>11/12</u> | <u>4/5</u> |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | <u>3/13</u> | <u>3/7</u> | <u>6/5</u> | <u>1/3</u> | <u>0/1</u> |
| 3. At this point in time students in the half-day program seem better prepared for first grade than students in the full-day program. | <u>0/2</u> | <u>2/2</u> | <u>5/11</u> | <u>5/10</u> | <u>4/5</u> |
| 4. Full-day kindergarten students become more independent than half-day students. | <u>3/6</u> | <u>7/13</u> | <u>4/8</u> | <u>3/3</u> | <u> </u> |
| 5. Half-day kindergarten students MASTER (not just cover) the same number of the skills on the kindergarten skills arrays as do full-day kindergarten students. | <u>0/1</u> | <u>4/4</u> | <u>5/10</u> | <u>2/12</u> | <u>1/3</u> |
| 6. The attention span of students in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | <u>0/2</u> | <u>2/5</u> | <u>4/4</u> | <u>10/13</u> | <u>2/6</u> |
| 7. Most of the kindergarten students this year are too emotionally immature to adjust to the full-day program without serious difficulties. | <u>0/2</u> | <u>0/1</u> | <u>4/3</u> | <u>6/17</u> | <u>6/5</u> |
| 8. Students in the half-day program are more challenged to develop their individual potential than students in the full-day program. | <u> </u> | <u>0/1</u> | <u>4/5</u> | <u>9/14</u> | <u>3/8</u> |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | <u>4/14</u> | <u>11/10</u> | <u>3/7</u> | <u>0/1</u> | <u> </u> |
| 10. Full-day kindergarten students have more opportunities than half-day kindergarten students to socialize with their peers. | <u>4/10</u> | <u>9/18</u> | <u>1/2</u> | <u>1/1</u> | <u> </u> |
| 11. Full day kindergarten students retain more of the curriculum than half-day kindergarten students. | <u>1/5</u> | <u>6/10</u> | <u>9/9</u> | <u>0/5</u> | <u> </u> |
| 12. The majority of my kindergarten students are too tired in the afternoon to benefit from instruction. | <u> </u> | <u>2/2</u> | <u>2/4</u> | <u>9/18</u> | <u>0/5</u> |

RESOURCE TEACHERS' QUESTIONNAIRE

Based on your own experiences, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree.
b. I agree.
c. I am undecided.

- d. I disagree.
e. I strongly disagree.

January 1983/January 1984

a b c d e

13. Full-day kindergarten students have difficulty handling the lunch time at school. 1/1 2/13 4/13 1/1
14. Full-day kindergarten students have greater opportunity to participate in school-wide activities/programs. 4/13 9/18 1/1 1/0
15. The listening skills of students in the half-day kindergarten program are better developed than those of students in the full-day kindergarten program. 2/4 1/5 11/17 2/5
16. Custodial activities (e.g., lunch, additional rest, dressing, money collections, etc.), necessary to accommodate kindergarten students in the full-day program, make actual instructional time approximately equal to or less than that of the half-day program. 0/1 2/8 6/9 3/5
17. The half-day kindergarten program provides more effective instruction than the full-day kindergarten program. 0/3 3/6 9/8 1/8
18. The use of the 2 hour aide for the full-day program is satisfactory. 6/5 2/13 2/4 0/1
19. The pressure of time available to accomplish the kindergarten objectives is less upsetting to the students and teacher in the half-day program than to those in the full-day program. 1/0 0/1 3/7 7/10 1/6
20. It is more satisfying to teach one full-day kindergarten class than two half-day kindergarten sessions. 2/8 1/7 3/7 3/2

FIRST GRADE QUESTIONNAIRE

A.

1. Briefly describe the strengths of first graders having a full-day kindergarten experience.

Four teachers and two principals described students as being better prepared with such comments as "better understanding of many concepts" and "more extensive background in the basics". Three teachers and three principals commented about students being more used to the routine of a full-day and two teachers noted a better attention span while two teachers identified no difference between full- and half-day kindergarten students in first grade.

2. Briefly describe the strengths of first graders having a half-day kindergarten experience.

Four teachers and two principals commented that they observed no particular strengths of first graders having a half-day kindergarten experience as compared to first graders having a full-day experience. Three teachers were unable to comment which seems to imply that they recognized no specific strength.

3. Briefly describe the weaknesses of first graders having a full-day kindergarten experience.

Six teachers and three principals indicated that they could not identify any weaknesses of first graders having a full-day kindergarten experience. Two teachers made no comment which seems to imply that they recognized no specific weaknesses.

4. Briefly describe the weakneeses of first graders having a half-day kindergarten experience.

Five teachers and two principals commented that first graders having a half-day kindergarten experience took longer to get used to the length and routine of a full-day. Three commented that they were not as well prepared, one noted that the attention span was not as good and one noticed no difference between first graders who had a half- and full-day experience.

B.

1. Half-day kindergarten students interact better with their peers than full-day kindergarten students.

The professional staff as a group disagreed that half-day kindergarten students interact better with their peers than full-day kindergarten students. In other words, half-day students do not interact better with their peers than full-day kindergarten students.

2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students.

The professional staff as a group agreed that the full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students.

3. At this point in tme, students who were in the half-day kindergarten program seem better prepared for first grade than students who were in the full-day kindergarten program.

The professional staff as a group disagreed that students who were in the half-day kindergarten program seem better prepared for first grade than students who were in the full-day kindergarten program. In other words, students who

were in the half-day kindergarten program were not better prepared for first grade than students who were in the full-day kindergarten program.

4. Half-day kindergarten students function more independently than full-day kindergarten students.

The professional staff as a group disagreed that half-day kindergarten students function more independently than full-day kindergarten students. In other words, half-day kindergarten students do not function more independently than full-day kindergarten students.

5. Full-day kindergarten students demonstrate MASTERY (not just coverage) of more readiness skills than half-day kindergarten students.

Although the majority of the professional staff agreed that full-day kindergarten students demonstrate mastery of more readiness skills than half-day kindergarten students, two teachers disagreed. Two teachers and one principal remained undecided. This variability may reflect the staff's hesitancy to use the term mastery.

6. The attention span of students who were in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program.

The professional staff as a group disagreed that the attention span of students who were in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. In other words, the attention span of students who were in the half-day kindergarten program is not better developed than that of students in the full-day kindergarten program.

7. Full-day kindergarten students adjusted to first grade more quickly than half-day kindergarten students.

The majority of the professional staff agreed that full-day kindergarten students adjusted to first grade more quickly than half-day kindergarten students. Two first grade teachers disagreed and one remained undecided.

8. Half-day kindergarten students have developed their individual potential more than full-day kindergarten students.

The professional staff as a group disagreed that half-day kindergarten students have developed their individual potential more than full-day kindergarten students. In other words half-day kindergarten students have not developed their individual potential more than full-day kindergarten students.

9. Full-day kindergarten should be expanded to other schools in Hamilton Township.

The professional staff as a group agreed that full-day kindergarten should be expanded to other schools in Hamilton Township.

10. Half-day kindergarten students are more excited about coming to first grade than full-day kindergarten students.

The professional staff as a group disagreed that half-day kindergarten students are more excited about coming to first grade than full-day kindergarten students. In other words, half-day kindergarten students are not more excited about coming to first grade than full-day kindergarten students.

11. Full-day kindergarten students seem to be bored with first grade material.

The majority of the professional staff disagreed that full-day kindergarten students seem to be bored with first grade material. This can be attributed to the fact that first grade materials were not used in kindergarten.

12. There is no difference in the skills of half-day kindergarten students and full-day kindergarten students.

The professional staff as a group disagreed that there is no difference in the skills of half-day kindergarten students and full-day kindergarten students. An inference as to what group is better cannot be made from this statement.

13. I would rather have students enter my first grade classroom with a half-day kindergarten experience than with a full-day kindergarten experience.

The majority of the professional staff disagreed that they would rather have students enter their first grade classroom with a half-day kindergarten experience. Said more positively, the majority of first grade teachers would rather have had students enter their classroom with a full-day kindergarten experience.

14. Full-day kindergarten students can follow directions better than half-day kindergarten students.

There was no consensus on the statement that full-day kindergarten students can follow directions better than half-day kindergarten students. This variability can be attributed to the difficulty in precisely evaluating a skill like following directions.

15. Half-day kindergarten students seem to enjoy first grade more than full-day kindergarten students.

First grade teachers as a group disagreed that half-day kindergarten students seem to enjoy first grade more than full-day kindergarten students. In other words, half-day kindergarten students do not seem to enjoy first grade more than full-day kindergarten students. Principals remained undecided.

16. Full-day kindergarten students have less difficulty with lunchtime than half-day kindergarten students.

The majority of the professional staff agreed that full-day kindergarten students have less difficulty with lunchtime than half-day kindergarten students. Two teachers disagreed and one remained undecided.

17. It is more satisfying to teach students who have attended the full-day kindergarten program than students who have attended the half-day kindergarten program.

The professional staff as a group agreed that it is more satisfying to teach students who have attended the full-day kindergarten program than students who have attended the half-day kindergarten program.

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program (attach additional pages if necessary).

Three first grade teachers made "other" comments about time. They felt that kindergarten teachers need more time to fully implement the kindergarten curriculum and prepare students for first grade. More need for the development of readiness skills in kindergarten was noted by two first grade teachers, while one other indicated that full-day kindergarten children came to first grade with better readiness skills and more self-confidence.

SUMMARY OF COMMENTS
for
First Grade Questionnaire for Professional Staff

- A. 1. Briefly describe the strengths of first graders having a full-day kindergarten experience.

| Comments | Total | Principals | First Grade Teachers |
|-----------------------|-------|------------|----------------------|
| better prepared | 5 | 1 | 4 |
| better attention span | 2 | 0 | 2 |
| used to routine | 6 | 3 | 3 |
| no difference | 2 | 0 | 2 |

2. Briefly describe the strengths of first graders having a half-day kindergarten experience.

| | | | |
|---------------|---|---|---|
| none | 6 | 2 | 4 |
| miscellaneous | 2 | 0 | 2 |

3. Briefly describe the weaknesses of first graders having a full-day kindergarten experience.

| | | | |
|------|---|---|---|
| none | 9 | 3 | 6 |
|------|---|---|---|

4. Briefly describe the weaknesses of first graders having a half-day kindergarten experience.

| | | | |
|----------------------------|---|---|---|
| not as exposed | 4 | 1 | 3 |
| attention span not as good | 1 | 0 | 1 |
| none | 1 | 0 | 1 |
| length of day | 7 | 2 | 5 |

- C. Please add any other comments that might help us to evaluate and/or improve the kindergarten program.

| | | | |
|--|---|---|---|
| more time needed to implement the curriculum | 3 | 0 | 3 |
| more readiness skills needed | 2 | 0 | 2 |
| better readiness skills | 1 | 0 | 1 |
| more self-confidence | 1 | 0 | 1 |

January, 1984

B. Based on your own experience, please check a letter that best represents your opinion for each of the following statements:

- | | |
|----------------------|-------------------------|
| a. I strongly agree. | d. I disagree. |
| b. I agree. | e. I strongly disagree. |
| c. I am undecided. | |

| | a | b | c | d | e |
|--|----------|----------|----------|----------|----------|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | <u>1</u> | <u>—</u> | <u>4</u> | <u>3</u> | <u>4</u> |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | <u>7</u> | <u>3</u> | <u>1</u> | <u>—</u> | <u>—</u> |
| 3. At this point in time, students who were in the half-day kindergarten program seem better prepared for first grade than students who were in the full-day kindergarten program. | <u>1</u> | <u>—</u> | <u>2</u> | <u>3</u> | <u>6</u> |
| 4. Half-day kindergarten students function more independently than full-day kindergarten students. | <u>1</u> | <u>—</u> | <u>2</u> | <u>4</u> | <u>5</u> |
| 5. Full-day kindergarten students demonstrate MASTERY (not just coverage) of more readiness skills than half-day kindergarten students. | <u>4</u> | <u>3</u> | <u>3</u> | <u>—</u> | <u>2</u> |
| 6. The attention span of students who were in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | <u>1</u> | <u>—</u> | <u>3</u> | <u>4</u> | <u>3</u> |
| 7. Full-day kindergarten students adjusted to first grade more quickly than half-day kindergarten students. | <u>4</u> | <u>5</u> | <u>1</u> | <u>2</u> | <u>—</u> |
| 8. Half-day kindergarten students have developed their individual potential more than full-day kindergarten students. | <u>—</u> | <u>—</u> | <u>4</u> | <u>4</u> | <u>4</u> |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | <u>7</u> | <u>2</u> | <u>1</u> | <u>1</u> | <u>—</u> |
| 10. Half-day kindergarten students are more excited about coming to first grade than full-day kindergarten students. | <u>—</u> | <u>—</u> | <u>5</u> | <u>4</u> | <u>3</u> |
| 11. Full-day kindergarten students seem to be bored with first grade material. | <u>1</u> | <u>2</u> | <u>—</u> | <u>7</u> | <u>2</u> |

Based on your own experience, please check a letter that best represents your opinion for each of the following statements:

- | | | | |
|----|-------------------|----|----------------------|
| a. | I strongly agree. | d. | I disagree. |
| b. | I agree. | e. | I strongly disagree. |
| c. | I am undecided. | | |

| | <u>a</u> | <u>b</u> | <u>c</u> | <u>d</u> | <u>e</u> |
|--|----------|----------|----------|----------|----------|
| 12. There is no difference in the skills of half-day kindergarten students and full-day kindergarten students. | <u>1</u> | <u>—</u> | <u>2</u> | <u>7</u> | <u>1</u> |
| 13. I would rather have students enter my first grade classroom with a half-day kindergarten experience than with a full-day kindergarten experience. | <u>—</u> | <u>3</u> | <u>1</u> | <u>3</u> | <u>3</u> |
| 14. Full-day kindergarten students can follow directions better than half-day kindergarten students. | <u>1</u> | <u>2</u> | <u>3</u> | <u>2</u> | <u>3</u> |
| 15. Half-day kindergarten students seem to enjoy first grade more than full-day kindergarten students. | <u>—</u> | <u>—</u> | <u>5</u> | <u>3</u> | <u>2</u> |
| 16. Full-day kindergarten students have less difficulty with lunchtime than half-day kindergarten students. | <u>5</u> | <u>3</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| 17. It is more satisfying to teach students who have attended the full-day kindergarten program than students who have attended the half-day kindergarten program. | <u>2</u> | <u>4</u> | <u>2</u> | <u>1</u> | <u>—</u> |

PRINCIPALS
January, 1984

81.

B. Based on your own experience, please check a letter that best represents your opinion for each of the following statements:

- | | |
|----------------------|-------------------------|
| a. I strongly agree. | d. I disagree. |
| b. I agree. | e. I strongly disagree. |
| c. I am undecided. | |

| | a | b | c | d | e |
|--|----------|----------|----------|----------|----------|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | <u>1</u> | — | <u>1</u> | — | <u>1</u> |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | <u>2</u> | <u>1</u> | — | — | — |
| 3. At this point in time, students who were in the half-day kindergarten program seem better prepared for first grade than students who were in the full-day kindergarten program. | — | — | — | <u>1</u> | <u>2</u> |
| 4. Half-day kindergarten students function more independently than full-day kindergarten students. | — | — | — | <u>1</u> | <u>2</u> |
| 5. Full-day kindergarten students demonstrate MASTERY (not just coverage) of more readiness skills than half-day kindergarten students. | <u>1</u> | <u>1</u> | <u>1</u> | — | — |
| 6. The attention span of students who were in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | <u>1</u> | — | — | <u>2</u> | — |
| 7. Full-day kindergarten students adjusted to first grade more quickly than half-day kindergarten students. | <u>1</u> | <u>2</u> | — | — | — |
| 8. Half-day kindergarten students have developed their individual potential more than full-day kindergarten students. | — | — | <u>1</u> | <u>1</u> | <u>1</u> |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | <u>2</u> | <u>1</u> | — | — | — |
| 10. Half-day kindergarten students are more excited about coming to first grade than full-day kindergarten students. | — | — | <u>1</u> | — | <u>2</u> |
| 11. Full-day kindergarten students seem to be bored with first grade material. | — | <u>1</u> | — | <u>1</u> | <u>1</u> |

Based on your own experience, please check a letter that best represents your opinion for each of the following statements:

- | | |
|----------------------|-------------------------|
| a. I strongly agree. | d. I disagree. |
| b. I agree. | e. I strongly disagree. |
| c. I am undecided. | |

| | <u>a</u> | <u>b</u> | <u>c</u> | <u>d</u> | <u>e</u> |
|--|----------|----------|----------|----------|----------|
| 12. There is no difference in the skills of half-day kindergarten students and full-day kindergarten students. | — | — | <u>1</u> | <u>2</u> | — |
| 13. I would rather have students enter my first grade classroom with a half-day kindergarten experience than with a full-day kindergarten experience. | — | <u>1</u> | — | <u>1</u> | — |
| 14. Full-day kindergarten students can follow directions better than half-day kindergarten students. | — | <u>1</u> | <u>1</u> | — | <u>1</u> |
| 15. Half-day kindergarten students seem to enjoy first grade more than full-day kindergarten students. | — | — | <u>2</u> | — | — |
| 16. Full-day kindergarten students have less difficulty with lunchtime than half-day kindergarten students. | <u>1</u> | <u>2</u> | — | — | — |
| 17. It is more satisfying to teach students who have attended the full-day kindergarten program than students who have attended the half-day kindergarten program. | — | <u>1</u> | <u>1</u> | — | — |

B. Based on your own experience, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree. d. I disagree.
b. I agree. e. I strongly disagree.
c. I am undecided.

| | a | b | c | d | e |
|--|---|---|---|---|---|
| 1. Half-day kindergarten students interact better with their peers than full-day kindergarten students. | — | — | 3 | 3 | 3 |
| 2. The full-day kindergarten program is better balanced than the half-day kindergarten program in the kinds of activities offered to the students. | 5 | 2 | 1 | — | — |
| 3. At this point in time, students who were in the half-day kindergarten program seem better prepared for first grade than students who were in the full-day kindergarten program. | 1 | — | 2 | 2 | 4 |
| 4. Half-day kindergarten students function more independently than full-day kindergarten students. | 1 | — | 2 | 3 | 3 |
| 5. Full-day kindergarten students demonstrate MASTERY (not just coverage) of more readiness skills than half-day kindergarten students. | 3 | 2 | 2 | — | 2 |
| 6. The attention span of students who were in the half-day kindergarten program is better developed than that of students in the full-day kindergarten program. | — | — | 3 | 2 | 3 |
| 7. Full-day kindergarten students adjusted to first grade more quickly than half-day kindergarten students. | 3 | 3 | 1 | 2 | — |
| 8. Half-day kindergarten students have developed their individual potential more than full-day kindergarten students. | — | — | 3 | 3 | 3 |
| 9. Full-day kindergarten should be expanded to other schools in Hamilton Township. | 5 | 1 | 1 | 1 | — |
| 10. Half-day kindergarten students are more excited about coming to first grade than full-day kindergarten students. | — | — | 4 | 4 | 1 |
| 11. Full-day kindergarten students seem to be bored with first grade material. | 1 | 1 | — | 6 | 1 |

Based on your own experience, please check a letter that best represents your opinion for each of the following statements:

- a. I strongly agree. d. I disagree.
b. I agree. e. I strongly disagree.
c. I am undecided.

| | <u>a</u> | <u>b</u> | <u>c</u> | <u>d</u> | <u>e</u> |
|--|----------|----------|----------|----------|----------|
| 12. There is no difference in the skills of half-day kindergarten students and full-day kindergarten students. | <u>1</u> | <u>—</u> | <u>1</u> | <u>5</u> | <u>1</u> |
| 13. I would rather have students enter my first grade classroom with a half-day kindergarten experience than with a full-day kindergarten experience. | <u>—</u> | <u>2</u> | <u>1</u> | <u>2</u> | <u>3</u> |
| 14. Full-day kindergarten students can follow directions better than half-day kindergarten students. | <u>1</u> | <u>1</u> | <u>2</u> | <u>2</u> | <u>2</u> |
| 15. Half-day kindergarten students seem to enjoy first grade more than full-day kindergarten students. | <u>—</u> | <u>—</u> | <u>3</u> | <u>3</u> | <u>2</u> |
| 16. Full-day kindergarten students have less difficulty with lunchtime than half-day kindergarten students. | <u>4</u> | <u>1</u> | <u>1</u> | <u>1</u> | <u>1</u> |
| 17. It is more satisfying to teach students who have attended the full-day kindergarten program than students who have attended the half-day kindergarten program. | <u>2</u> | <u>3</u> | <u>1</u> | <u>1</u> | <u>—</u> |

LOGS OF THE KINDERGARTEN PROGRAM AT THE FOUR SITES

The committee reviewed the summaries of logs submitted from the four new school sites.

The full-day kindergarten teacher at School A recorded many positive statements in her log. She feels that she has been able to accomplish much more with her children especially in the areas of health, social studies and science. Teaching seems easier with the additional time she has to cover the many objectives in the kindergarten curriculum. She is amazed and pleased with how much her children have learned.

Reported by the half-day kindergarten teacher at School A were some concerns about standardized testing in September and Fall parent/teacher conferences. The teacher felt that the CTBS-U was given too early, that it was too difficult and that it took too much time causing her A.M. class to fall behind her P.M. class. At conferences, some parents expressed concern about not getting full-day kindergarten for their children. Future grouping in first grade concerned a few, and one parent expressed preference for half-day.

No unusual events were documented by the professional staff at School B, although a few observations were reported. Full-day students appear much more relaxed, while half-day students are pressured to get their work done in a hurry. Half-day students have little time for rhythms, story, science, social studies, etc. The full-day program allows more opportunity for individualization of instruction like meeting the needs of a student who entered kindergarten this year reading on a 2² level.

Although the majority of parents at School B indicated a preference for full-day kindergarten at registration, no parental dissatisfaction was noted by the professional staff.

At School C, the principal noted that six conferences were held in August with parents who preferred the full-day program, but had students in the half-day kindergarten. Although the parents were unhappy they realized and accepted the circumstances and the placement. In October, one parent requested a transfer to full-day because he felt his child was bored in the half-day program. Although the transfer was not granted, appropriate adjustment in the half-day program for the child satisfied the parent.

The principals at School C further reported that he has had the opportunity to talk with full-day parents from time to time and they are extremely pleased with the program. The full-day teacher also noted that parents are very pleased and appreciate the opportunity to have their children in the full-day kindergarten program.

The half-day kindergarten teacher at School C like the half-day teacher at School A expressed problems with testing early in the school year. She also commented that many parents expressed "deep" concern at "Back to School Night" about not being selected for the all-day program.

At School D, the comments were all very positive. Parents are very pleased, the children have made a good adjustment and display independence, self-confidence and a good attitude toward school. Attendance has been very good, children seem reluctant to be absent.

The teacher at the control class for School D expressed problems with testing and commented about parent concern to have the full-day kindergarten program in their school.

The acting director's log indicated that this year's pilot program is running smoothly. So smoothly, in fact, that the principals at the four sites had very little to report in their

individual logs. There has been very little parental dissatisfaction expressed at the four sites even though the majority of parents indicated a preference for the full-day program at the time of registration. This can be attributed to the conscientious effort made by the professional staff to explain the purposes of the pilot and the procedures for the selection of children for the program. Although many parents preferred and continue to prefer full-day, the information shared by the professional staff at the schools involved helped concerned parents to accept the pilot concept.

In November, the director presented a full scale report on the 1982-83 pilot to the Board of Education. That report included a recommendation to implement full-day kindergarten to the extent that is economically feasible. Since the report, the Board of Education has passed a resolution to implement the program over a four year period.

The administration has responded to the resolution with a plan to implement the program in five elementary schools in the 1984-85 school year. This plan, which as of the date of this report, has not been officially approved by the Board of Education, has been reported in the local newspapers and has generated significant community response. Several calls have been received by the acting director, and several parents have commented publicly at the March, 1984 meeting of the Board of Education regarding the phase-in proposal.

Interest, in full-day kindergarten also continues beyond Hamilton Township. Several educators including representatives from East Brunswick, Colonial School District, Montgomery, Woodbridge, Fort Lee and the State Department of Education have visited the Full-Day Kindergarten Pilot in Hamilton Township. Newspaper reporters from the Sentinel and the Camden Courier Post have requested information about the program in Hamilton Township and have written articles about full-day kindergarten.

Local community interest in full-day kindergarten is growing. Although most people expressing opinions seem to be in favor of the concept, the issue remains controversial. The committee recognizes the need to continue to evaluate the program in Hamilton Township so that all decisions regarding full-day kindergarten are educationally sound and in the best interests of the students.

REPORT CARDS - KINDERGARTEN

Any difference in report card achievement between full- and half-day classes could not be noted until the end of the second marking period when kindergarten students received their first report card.

The following chart summarizes the students' achievement and attendance in kindergarten as evidenced through report card grades in February, 1984. The chart also shows a comparison between results obtained in February, 1983 and February, 1984.

Each student could potentially be graded in sixty-seven areas. It must be noted, however, that the coding system for grading was changed district-wide in February, 1984. Rather than (✓) for accomplished, (P) for progressing, (X) for needs improvement and (0) for not evaluated, the symbols used this year were (S) for satisfactory, (I) for improving, (N) for needs improvement, (N/A) for not applicable/not evaluated and (U) for unsatisfactory. These changes were recommended independent of the pilot program by the district grading committee to increase consistency in grading symbols K-12. It was felt by the committee that although the symbols changes, the meaning of (✓) and (S), (P) and (I), (X) and (N), and (0) and (N/A) were similar enough to provide for meaningful comparisons.

There is some minimal difference in the second marking period grades of kindergarten students in the full- and half-day classes. The mean number of students graded "satisfactory" (S) in the full-day classes was 82% while the mean number of students with the same grade in the half-day classes was 79%. The mean number of students graded "improving" (I) in the full-day classes was 11% while the mean number of students with the same grade in the half-day classes was 10%. The mean number of students graded "needs improvement" in the full-day classes was 4% while the mean number of students with the same grade in the half-day classes was 3%. The mean number of students graded "not applicable"

(N/A) in the full-day classes was 3% while the mean number of students with the same grade in the half-day classes was 4%.

As noted for last year's pilot more satisfactory performance was recorded for students in the full-day classes than for students in the half-day classes at mid-year. Unlike last year, however, more need for improvement was recorded for students in the full-day classes. This average was raised by a very high percentage of N's (needs improvement) given in one school where, as compared to all the other sites, a very low percentage of children had pre-school experience. The percentage of children with pre-school experience ranged from 33 to 91 percent at the eight pilot sites. The school with the inordinate number of "needs improvement" grades was at the bottom of the range with only 33% of the children in the class attending pre-school. Less skills were recorded as not applying at this time in the full-day classes and more half-day students received the new grade of unsatisfactory than the full-day students. Considering the large number of grades possible, the difference in percentage points between the full- and half-day classes can be noted as educationally significant.

Again no difference in attendance was apparent between students in the full- and half-day classes. Attendance was considered as satisfactory in all eight kindergarten classes.

There was no notable difference between the half- and full-day students in the number of comments about behavior recorded on their report cards. There were three such comments for the half-day students and five such comments for the full-day students. Overall, there were fewer comments this year than last.

SUMMARY OF REPORT CARD GRADES
February 1983/February 1984

| Grades | Classes | Totals | | | | | | | | | | |
|--|---------|-----------|-----------|-----------|-----------|-----------|-------------|-----------|-----------|-----------|-----------|-----------|
| | | 1/9 | 2/10 | 3/11 | 4/12 | Half | All | Full | 5/13 | 6/14 | 7/15 | 8/16 |
| 1. Number of students | | 23/20 | 21/24 | 20/22 | 23/21 | 87/87 | 176/173 | 89/86 | 22/21 | 21/23 | 23/18 | 23/24 |
| Late Entrants | | 1/0 | 0/1 | 1/0 | 0/0 | 2/0 | 7/5 | 5/3 | 2/1 | 0/1 | 2/1 | 1/0 |
| Early Withdrawals | | 0/0 | 1/0 | 2/0 | 0/0 | 3/2 | 5/3 | 2/1 | 0/0 | 2/0 | 0/1 | 0/0 |
| 2. No. of students' grades possible | | 1474/1340 | 1407/1608 | 1273/1474 | 1541/1407 | 5695/5829 | 11591/11591 | 5829/5762 | 1474/1407 | 1407/1541 | 1541/1206 | 1474/1608 |
| No. of boys' grades possible | | 737/737 | 603/737 | 536/371 | 804/871 | 2680/3216 | 5293/5762 | 2613/2546 | 536/670 | 469/670 | 737/402 | 670/804 |
| No. of girls' grades possible | | 737/603 | 804/871 | 737/603 | 737/536 | 3015/2613 | 6298/5829 | 3283/3216 | 871/737 | 871/871 | 804/804 | 737/804 |
| No. of students' grades recorded | | 1474/1340 | 1386/1608 | 1272/1474 | 1541/1407 | 5673/5829 | 11552/11591 | 5829/5762 | 1474/1407 | 1373/1541 | 1539/1206 | 1493/1608 |
| Percentage of students' grades recorded | | 100%/100% | 99%/100% | 100%/100% | 100%/100% | 100%/100% | 100%/100% | 100%/100% | 100%/100% | 98%/100% | 100%/100% | 101%/100% |
| 3. No. of students' grades that were ✓/S's | | 1189/1054 | 795/1311 | 653/1142 | 1044/1082 | 3681/4589 | 8007/9318 | 4326/4729 | 1160/1054 | 772/1524 | 1146/763 | 1248/1388 |
| No. of boys' grades that were ✓/S's | | 563/532 | 320/583 | 235/656 | 490/644 | 1608/2415 | 3432/4403 | 1824/1988 | 464/491 | 211/668 | 567/185 | 582/644 |
| Percentage of boys' grades that were ✓/S's | | 76%/72% | 53%/79% | 44%/75% | 61%/74% | 59%/75% | 63%/76% | 68%/78% | 77%/73% | 39%/99/7% | 77%/64% | 79%/80% |
| No. of girls' grades that were ✓/S's | | 626/522 | 475/728 | 418/486 | 554/438 | 2073/2174 | 4575/4915 | 2502/2741 | 696/563 | 561/856 | 579/578 | 666/744 |
| Percentage of girls' grades that were ✓/S's | | 85%/87% | 59%/84% | 57%/81% | 75%/82% | 69%/83% | 73%/84% | 77%/85% | 80%/76% | 64%/98% | 72%/72% | 90%/93% |
| Percentage of students' grades that were ✓/S's | | 81%/79% | 57%/82% | 51%/77% | 68%/77% | 64%/79% | 69%/80% | 73%/82% | 79%/75% | 55%/99% | 74%/63% | 85%/86% |
| 4. No. of students' grades that were P/I's | | 175/61 | 346/129 | 292/205 | 228/176 | 1042/571 | 2247/1186 | 1205/615 | 223/182 | 484/17 | 373/256 | 125/160 |
| No. of boys' grades that were P/I's | | 110/53 | 158/61 | 148/141 | 122/121 | 538/376 | 1118/669 | 580/293 | 104/92 | 226/2 | 166/91 | 84/108 |
| Percentage of boys' grades that were P/I's | | 15%/8% | 26%/8% | 28%/16% | 15%/14% | 21%/12% | 22%/12% | 23%/12% | 17%/14% | 42%/3% | 23%/23% | 11%/13% |
| No. of girls' grades that were P/I's | | 66/8 | 188/68 | 144/64 | 106/55 | 504/195 | 1129/517 | 625/322 | 119/90 | 258/15 | 207/165 | 41/52 |
| Percentage of girls' grades that were P/I's | | 9%/1% | 23%/8% | 20%/11% | 14%/10% | 17%/7% | 18%/9% | 19%/6% | 14%/12% | 30%/2% | 26%/21% | 6%/6% |
| Percentage of students' grades that were P/I's | | 12%/4% | 25%/8% | 23%/14% | 15%/13% | 19%/10% | 20%/10% | 20.5%/11% | 15%/13% | 34%/1% | 24%/21% | 637%/10% |

| Grades | Classes | 1/9 | 2/10 | 3/11 | 4/12 | Half | All | Full | 5/13 | 6/14 | 7/15 | 8/16 |
|--|---------|-----------|------------|-----------|-----------|------------|-------------|------------|-----------|------------|-----------|-----------|
| 5. No. of students' grades that were X/N's | | 78/49 | 98/59 | 186/37 | 223/57 | 585/202 | 739/407 | 154/205 | 47/22 | 55/0 | 20/123 | 32/60 |
| No. of boys' grades that were X/N's | | 43/39 | 54/72 | 90/18 | 168/42 | 355/171 | 437/319 | 82/148 | 17/16 | 33/0 | 2/80 | 30/52 |
| Percentage of boys' grades that were X/N's | | 6%/5% | 9%/10% | 17%/2% | 21%/5% | 13%/5% | 8%/6% | 3%/6% | 3%/2% | 6%/0% | 0%/20% | 4%/6% |
| No. of girls' grades that were X/N's | | 35/10 | 44/59 | 96/19 | 55/15 | 230/103 | 302/160 | 72/57 | 30/6 | 22/0 | 18/43 | 2/8 |
| Percentage of girls' grades that were X/N's | | 5%/2% | 5%/7% | 13%/3% | 7%/3% | 8%/4% | 5%/3% | 2%/2% | 3%/1% | 3%/0% | 2%/5% | 0%/1% |
| Percentage of students' grades that were X/N's | | 5%/4% | 7%/4% | 15%/3% | 14%/4% | 10%/3% | 6%/4% | 2.5%/4% | 3%/2% | 4%/0% | 1%/10% | 2%/4% |
| 6. No. of students' grades that were O/N/A's | | 31/140 | 147/0 | 141/53 | 46/0 | 365/193 | 559/340 | 194/147 | 44/147 | 62/0 | 0/0 | 88/0 |
| No. of boys' grades that were O/N/A's | | 21/77 | 63/0 | 62/32 | 24/0 | 170/109 | 248/179 | 78/70 | 18/70 | 6/0 | 0/0 | 54/0 |
| Percentage of boys' grades that were O/N/A's | | 3%/10% | 10%/0% | 12%/4% | 3%/0% | 7%/3% | 5%/3% | 3%/3% | 3%/10% | 1%/0% | 0%/0% | 7%/0% |
| No. of girls' grades that were O/N/A's | | 10/63 | 84/0 | 79/21 | 22/0 | 195/84 | 311/161 | 116/77 | 26/77 | 56/0 | 0/0 | 34/0 |
| Percentage of girls' grades that were O/N/A's | | 1%/10% | 10%/0% | 11%/3% | 3%/0% | 6%/3% | 5%/3% | 3%/2% | 3%/10% | 6%/0% | 0%/0% | 5%/0% |
| Percentage of students' grades that were O/N/A's | | 2%/10% | 10%/0% | 11%/4% | 3%/0% | 5.5%/4% | 5%/3% | 3%/3% | 3%/10% | 4%/0% | 0%/0% | 6%/0% |
| 7. No. of students' grades that were U's | | -/36 | -/37 | -/37 | -/46 | -/156 | -/222 | -/66 | -/2 | -/0 | -/64 | -/0 |
| No. of boys' grades that were U's | | -/36 | -/21 | -/24 | -/35 | -/116 | -/163 | -/47 | -/1 | -/0 | -/46 | -/0 |
| Percentage of boys' grades that were U's | | -/5% | -/3% | -/3% | -/4% | -/4% | -/3% | -/2% | -/0% | -/0% | -/11% | -/0% |
| No. of girls' grades that were U's | | -/0 | -/16 | -/13 | -/11 | -/40 | -/59 | -/19 | -/1 | -/0 | -/18 | -/0 |
| Percentage of girls' grades that were U's | | -/0% | -/2% | -/2% | -/2% | -/2% | -/1% | -/1% | -/0% | -/0% | -/2% | -/0% |
| Percentage of students' grades that were U's | | -/5% | -/2% | -/3% | -/3% | -/3% | -/2% | -/1% | -/0% | -/0% | -/5% | -/0% |
| 8. No. of days possible | | 2070/1740 | 1890/2088 | 1800/1914 | 2070/1827 | 7830/7569 | 15840/15137 | 8010/7568 | 1980/1848 | 1890/2024 | 2070/1584 | 2070/2112 |
| No. of days present | | 2021/1664 | 1778/2037½ | 1749/1857 | 1939/1737 | 7487/7295½ | 15192/14551 | 7705/7255½ | 1926/1809 | 1801/1931½ | 2001/1534 | 1977/1981 |
| Presentage of days present | | 98%/96% | 94%/98% | 97%/97% | 94%/95% | 96%/96% | 96%/96% | 96%/96% | 97%/98% | 95%/95% | 97%/97% | 96%/94% |
| No. of days absent | | 49/76 | 122/50½ | 51/57 | 131/90 | 343/273½ | 647/586 | 304/312½ | 53/39 | 89/92½ | 69/50 | 93/131 |
| Percentage of days absent | | 2%/4% | 6%/2% | 3%/3% | 6%/5% | 4%/4% | 4%/4% | 4%/4% | 3%/2% | 5%/5% | 3%/3% | 4%/6% |

| 9. Comments about the need
for improved behavior | Classes | 1/9 | 2/10 | 3/11 | 4/12 | Half | All | Full | 5/13 | 6/14 | 7/15 | 8/16 |
|---|---------|-----|------|------|------|------|------|------|------|------|------|------|
| Boys | | 3/1 | 3/0 | 2/0 | 6/1 | 14/2 | 31/7 | 17/5 | 6/3 | 6/0 | 1/2 | 4/0 |
| Girls | | 1/0 | 5/1 | 2/0 | 3/0 | 11/1 | 22/1 | 11/0 | 2/0 | 5/0 | 3/0 | 1/0 |
| Total Students | | 4/1 | 8/1 | 4/0 | 9/1 | 25/3 | 53/8 | 28/5 | 8/3 | 11/0 | 4/2 | 5/0 |

REPORT CARDS - FIRST GRADE

The second marking period grades of first graders who participated in the 1982-83 pilot kindergarten program were analyzed to determine any difference in achievement between those first graders who had a full- and half-day kindergarten experience. The achievement analysis based on report card grades is limited at this time to the second marking period grades only since first graders do not receive grades before that time. Further analysis will take place at the end of the school year when final grades for the year and California Achievement Test results will be available for review. The following charts summarize the students' achievement and attendance in first grade as evidenced through report card grades in February, 1984.

There is some difference in the second marking period grades of first graders who had the full- and half-day kindergarten program. The mean number of students receiving the grade "A" from the full-day program was 28% while the mean number of students with the same grade from the half-day program was 9%. The means for grade "B" respectively for full-day and half-day were 38% and 37%, for "C" 25% and 46%, for "P" 0% and 1%, for "D" 6% and 5% and for "F" both means were 2%.

More "A's" or excellent achievement was recorded for students who had a full-day kindergarten experience. Almost 33% more "A's" were received by first graders from full-day kindergarten. Half-day students demonstrated more average achievement at this time as compared to full-day students. Both groups had an equally small percentage of failure. The committee feels that the difference in percentage points between first graders having a full- and half-day kindergarten experience can be noted as educationally significant.

In addition to total grades, the committee reviewed grades by subject to determine differences in subject achieve-

ment between first graders who had full- and half-day kindergarten programs.

Reporting only differences in means of more than 5%, the committee noted that in reading the mean number of first graders from full-day getting "A's" was 22% while the mean number from half-day getting "A's" was 6%. The mean number of students from full-day getting "C's" was 26% while the mean number from half-day getting "C's" was 34%. Fifty-five percent of the first graders from full-day were reading in a Primer, while 40% of the first graders from half-day were reading in a primer. Forty-one percent of the first graders from full-day kindergarten were reading in a Pre-Primer, while 59% of the first graders from half-day kindergarten were reading in a Pre-Primer.

In language, the percentage of first graders from full-day kindergarten getting "A's" was 26%, while from half-day kindergarten that percentage was 7%. First graders from full-day kindergarten getting "B's" was 32%, while the percentage of first graders from half-day kindergarten getting "B's" was 26%. Twenty-six percent of the students from full-day kindergarten received "C's", while 49% of the students from half-day kindergarten received "C's".

In health, the percentage of first grade students from full-day kindergarten and the percentage of first grade students from half-day kindergarten respectively getting "A's" were 35% (full-), 16% (half-); and getting "C's" were 19% (full-), 43% (half-).

In math, the percentage of first grade students from full-day kindergarten and the percentage of first grade students from half-day kindergarten respectively getting "A's" were 32% (full-), 6% (half-); getting "B's" were 37% (full-), 43% (half-); and getting "C's" were 22% (full-), 46% (half-).

In social studies, the percentage of first grade students from full-day kindergarten and the percentage of first grade students from half-day kindergarten respectively getting "A's" were 26% (full-), 6% (half-); and getting "C's" were 28% (full-), 53% (half-).

Finally, in science, the percentage of first grade students from full-day kindergarten and the percentage of first grade students from half-day kindergarten respectively getting "A's" were 28% (full-), 10% (half-); and getting "C's" were 29% full and 54% (half-).

Noteworthy is the fact that more "A's" were received in all the academic areas by first graders who had a full-day kindergarten experience. This difference ranged from 16% more students getting "A's" in reading to 26% more students getting "A's" in math. Again, the committee feels the differences are educationally significant; and using the Chi Square Test to determine statistical significance, it was determined that there is a statistical difference at a probability level of less than .05 between the actual number of full-day students who received "A's" and the number of full-day students who were expected to get "A's" in all academic subject areas.

In the non-academic areas including handwriting, art, music, physical education, work habits and social growth first graders who had full-day kindergarten demonstrated more satisfactory performance. The mean number of satisfactory grades for first graders who had full-day kindergarten was eighty-one percent (81%), whereas the mean number of satisfactory grades for first graders who had half-day kindergarten was seventy-seven percent (77%). Seven percent (7%) of both groups earned "I's" for improving. Twelve percent (12%) of the first graders from the half-day program received "N's" for needs improvement while nine percent (9%) of the first graders from full-day kindergarten earned "N's". Unsatisfactory grades were earned by three percent (3%) of both groups, and zero percent (0%) of both groups earned "N/A's" for not applicable/not evaluated.

No difference in attendance was apparent between first grade students from full- and half-day kindergarten classes. Attendance was considered as satisfactory in all classes.

There was no notable difference between first grade students from half- and full-day kindergarten classes in the in the number of comments about behavior recorded on their report cards. There were four such comments from both groups.

SUMMARY OF FIRST GRADE REPORT CARDS
February 1983

| Academic Areas | Classes | 1 | 2 | 3 | 4 | half | all | full | 5 | 6 | 7 | 8 |
|--|---------|------|------|------|------|------|------|------|------|------|------|------|
| 1. Number of students' grades possible | | 102 | 120 | 84 | 102 | 408 | 876 | 468 | 120 | 114 | 120 | 114 |
| Number of boys' grades possible | | 60 | 66 | 48 | 60 | 234 | 492 | 258 | 66 | 72 | 66 | 54 |
| Number of girls' grades possible | | 42 | 54 | 36 | 42 | 174 | 384 | 210 | 54 | 42 | 54 | 60 |
| Number of students' grades recorded | | 102 | 120 | 84 | 102 | 408 | 876 | 468 | 120 | 114 | 120 | 114 |
| Percentage of students' grades recorded | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| 2. No. of students' grades that were A's | | 16 | 4 | 4 | 11 | 35 | 166 | 131 | 45 | 12 | 27 | 47 |
| No. of boys' grades that were A's | | 8 | 1 | 1 | 0 | 10 | 61 | 51 | 21 | 0 | 12 | 18 |
| Percentage of boys' grades that were A's | | 13% | 2% | 1% | 0% | 4% | 12% | 20% | 32% | 0% | 18% | 33% |
| No. of girls' grades that were A's | | 8 | 3 | 3 | 11 | 25 | 105 | 80 | 24 | 12 | 15 | 29 |
| Percentage of girls' grades that were A's | | 19% | 6% | 8% | 26% | 14% | 27% | 38% | 44% | 29% | 28% | 48% |
| Percentage of students' grades that were A's | | 16% | 3% | 5% | 11% | 9% | 19% | 28% | 38% | 11% | 23% | 41% |
| 3. No. of students' grades that were B's | | 64 | 33 | 26 | 26 | 149 | 327 | 178 | 46 | 48 | 55 | 29 |
| No. of boys' grades that were B's | | 32 | 15 | 3 | 4 | 54 | 133 | 79 | 16 | 16 | 29 | 18 |
| Percentage of boys' grades that were B's | | 53% | 23% | 6% | 7% | 23% | 27% | 31% | 24% | 22% | 44% | 33% |
| No. of girls' grades that were B's | | 32 | 18 | 23 | 22 | 95 | 194 | 99 | 30 | 32 | 26 | 11 |
| Percentage of girls' grades that were B's | | 76% | 33% | 64% | 52% | 55% | 51% | 47% | 56% | 75% | 48% | 18% |
| Percentage of students' grades that were B's | | 63% | 28% | 31% | 25% | 37% | 37% | 38% | 38% | 42% | 46% | 25% |
| 4. No. of students' grades that were C's | | 18 | 71 | 49 | 51 | 189 | 306 | 117 | 18 | 42 | 32 | 25 |
| No. of boys' grades that were C's | | 16 | 35 | 27 | 25 | 103 | 162 | 59 | 11 | 18 | 13 | 17 |
| Percentage of boys' grades that were C's | | 27% | 53% | 46% | 43% | 44% | 33% | 22% | 11% | 25% | 20% | 31% |
| No. of girls' grades that were C's | | 2 | 36 | 22 | 26 | 86 | 144 | 58 | 7 | 24 | 19 | 8 |
| Percentage of girls' grades that were C's | | 5% | 67% | 61% | 62% | 49% | 38% | 28% | 13% | 57% | 35% | 13% |
| Percentage of students' grades that were C's | | 18% | 59% | 58% | 50% | 46% | 35% | 25% | 15% | 37% | 27% | 22% |

| Academic Areas | Classes | 1 | 2 | 3 | 4 | half | all | full | 5 | 6 | 7 | 8 |
|--|---------|------|-------|------|-------|------|--------|-------|-------|------|------|------|
| 5. No. of students' grades that were P's | | 0 | 5 | 0 | 0 | 5 | 7 | 2 | 0 | 1 | 1 | 0 |
| No. of boys' grades that were P's | | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Percentage of boys' grades that were P's | | 0% | 2% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| No. of girls' grades that were P's | | 0 | 4 | 0 | 0 | 4 | 6 | 2 | 0 | 1 | 1 | 0 |
| Percentage of girls' grades that were P's | | 0% | 7% | 0% | 0% | 2% | 2% | 1% | 0% | 2% | 2% | 0% |
| Percentage of students' grades that were P's | | 0% | 4% | 0% | 0% | 1% | 1% | 0% | 0% | 1% | 1% | 0% |
| 6. No. of students' grades that were D's | | 2 | 7 | 5 | 8 | 22 | 52 | 30 | 6 | 11 | 4 | 9 |
| No. of boys' grades that were D's | | 2 | 2 | 5 | 7 | 16 | 32 | 16 | 2 | 9 | 0 | 5 |
| Percentage of boys' grades that were D's | | 3% | 3% | 10% | 11% | 6% | 6% | 6% | 4% | 11% | 0% | 9% |
| No. of girls' grades that were D's | | 0 | 5 | 0 | 1 | 6 | 20 | 14 | 3 | 3 | 4 | 4 |
| Percentage of girls' grades that were D's | | 0% | 9% | 0% | 2% | 3% | 5% | 6% | 5% | 7% | 7% | 6% |
| Percentage of students' grades that were D's | | 2% | 6% | 6% | 8% | 5% | 6% | 6% | 5% | 10% | 3% | 8% |
| 7. No. of students' grades that were F's | | 2 | 0 | 0 | 6 | 8 | 18 | 10 | 5 | 0 | 1 | 4 |
| No. of boys' grades that were F's | | 2 | 0 | 0 | 6 | 8 | 13 | 5 | 3 | 0 | 0 | 2 |
| Percentage of boys' grades that were F's | | 3% | 0% | 0% | 10% | 3% | 2% | 1% | 4% | 0% | 0% | 3% |
| No. of girls' grades that were F's | | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 0 | 0 | 1 | 4 |
| Percentage of girls' grades that were F's | | 0% | 0% | 0% | 0% | 0% | 1% | 2% | 0% | 0% | 1% | 6% |
| Percentage of students' grades that were F's | | 2% | 0% | 0% | 6% | 2% | 2% | 2% | 4% | 0% | 1% | 4% |
| 8. No. of days possible | | 1479 | 1740 | 1218 | 1479 | 5916 | 12702 | 6786 | 1740 | 1653 | 1740 | 1653 |
| No. of days present | | 1444 | 1602½ | 1186 | 1427½ | 5660 | 12242½ | 6582½ | 1696½ | 1591 | 1690 | 1605 |
| Percentage of days present | | 98% | 92% | 97% | 97% | 96% | 96% | 97% | 98% | 96% | 97% | 97% |
| No. of days absent | | 35 | 137½ | 32 | 51½ | 256 | 459½ | 203½ | 43½ | 62 | 50 | 48 |
| Percentage of days absent | | 2% | 8% | 3% | 3% | 4% | 4% | 3% | 3% | 4% | 3% | 3% |

| Non Academic Areas | | Classes | | | | 1 | 2 | 3 | 4 | half | all | full | 5 | 6 | 7 | 8 |
|--------------------|--|---------|--|--|--|------|------|------|------|------|------|------|------|------|------|------|
| 9. | No. of students' grades possible | | | | | 323 | 380 | 266 | 323 | 1292 | 2774 | 1482 | 380 | 361 | 380 | 361 |
| | No. of boys' grades possible | | | | | 190 | 171 | 114 | 133 | 608 | 1273 | 665 | 171 | 133 | 171 | 190 |
| | No. of girls' grades possible | | | | | 133 | 209 | 152 | 190 | 684 | 1501 | 817 | 209 | 228 | 209 | 171 |
| | No. of students' grades recorded | | | | | 323 | 380 | 266 | 323 | 1292 | 2774 | 1482 | 380 | 361 | 380 | 361 |
| | Percentage of students' grades recorded | | | | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| 10. | No. of students' grades that were S's | | | | | 275 | 295 | 210 | 212 | 992 | 2186 | 1194 | 277 | 274 | 338 | 305 |
| | No. of boys' grades that were S's | | | | | 150 | 137 | 72 | 53 | 412 | 897 | 485 | 116 | 77 | 149 | 143 |
| | Percentage of boys' grades that were S's | | | | | 79% | 80% | 63% | 40% | 68% | 70% | 73% | 68% | 58% | 87% | 75% |
| | No. of girls' grades that were S's | | | | | 125 | 158 | 138 | 159 | 580 | 1289 | 709 | 161 | 197 | 189 | 162 |
| | Percentage of girls' grades that were S's | | | | | 94% | 76% | 91% | 84% | 85% | 86% | 87% | 77% | 86% | 90% | 95% |
| | Percentage of students' grades that were S's | | | | | 85% | 78% | 79% | 66% | 77% | 79% | 81% | 73% | 76% | 89% | 84% |
| 11. | No. of students' grades that were I's | | | | | 4 | 47 | 18 | 26 | 95 | 206 | 111 | 20 | 50 | 22 | 19 |
| | No. of boys' grades that were I's | | | | | 4 | 25 | 12 | 14 | 55 | 117 | 62 | 11 | 32 | 9 | 10 |
| | Percentage of boys' grades that were I's | | | | | 2% | 15% | 11% | 11% | 9% | 9% | 9% | 6% | 24% | 5% | 5% |
| | No. of girls' grades that were I's | | | | | 0 | 22 | 6 | 12 | 40 | 89 | 49 | 9 | 18 | 13 | 9 |
| | Percentage of girls' grades that were I's | | | | | 0% | 11% | 4% | 6% | 6% | 6% | 6% | 4% | 8% | 6% | 5% |
| | Percentage of students' grades that were I's | | | | | 1% | 12% | 7% | 8% | 7% | 7% | 7% | 5% | 14% | 6% | 5% |
| 12. | No. of students' grades that were N's | | | | | 38 | 35 | 25 | 63 | 161 | 294 | 133 | 53 | 31 | 17 | 32 |
| | No. of boys' grades that were N's | | | | | 30 | 9 | 20 | 46 | 105 | 198 | 93 | 31 | 20 | 10 | 32 |
| | Percentage of boys' grades that were N's | | | | | 16% | 5% | 18% | 35% | 17% | 16% | 14% | 18% | 15% | 6% | 17% |
| | No. of girls' grades that were N's | | | | | 8 | 26 | 5 | 17 | 56 | 96 | 40 | 22 | 11 | 7 | 0 |
| | Percentage of girls' grades that were N's | | | | | 6% | 12% | 3% | 9% | 8% | 6% | 5% | 11% | 5% | 3% | 0% |
| | Percentage of students' grades that were N's | | | | | 12% | 9% | 9% | 20% | 12% | 11% | 9% | 14% | 9% | 4% | 9% |

| Non Academic Areas | Classes | 1 | 2 | 3 | 4 | half | all | full | 5 | 6 | 7 | 8 |
|---|---------|----|----|----|-----|------|-----|------|----|----|----|----|
| 13. No. of students' grades that were U's | | 6 | 2 | 13 | 22 | 43 | 87 | 44 | 30 | 6 | 3 | 5 |
| No. of boys' grades that were U's | | 6 | 0 | 10 | 20 | 36 | 61 | 25 | 13 | 4 | 3 | 5 |
| Percentage of boys' grades that were U's | | 3% | 1% | 9% | 15% | 6% | 5% | 4% | 8% | 3% | 2% | 3% |
| No. of girls' grades that were U's | | 0 | 2 | 3 | 2 | 7 | 26 | 19 | 17 | 2 | 0 | 0 |
| Percentage of girls' grades that were U's | | 0% | 1% | 2% | 1% | 1% | 2% | 2% | 8% | 1% | 0% | 0% |
| Percentage of students' grades that were U's | | 2% | 1% | 5% | 7% | 3% | 3% | 3% | 8% | 2% | 1% | 1% |
| 14. No. of students' grades that were N/A's | | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| No. of boys' grades that were N/A's | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of boys' grades that were N/A's | | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| No. of girls' grades that were N/A's | | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Percentage of girls' grades that were N/A's | | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of students' grades that were N/A's | | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| 15. Comments about the need for improved behavior | | | | | | | | | | | | |
| Boys | | 0 | 1 | 1 | 1 | 3 | 5 | 2 | 0 | 1 | 1 | 0 |
| Girls | | 0 | 1 | 0 | 0 | 1 | 3 | 2 | 1 | 1 | 0 | 0 |
| Total Students | | 0 | 2 | 1 | 1 | 4 | 8 | 4 | 1 | 2 | 1 | 0 |

SUMMARY OF REPORT CARD GRADES BY SUBJECT

| Reading | 1 | 2 | 3 | 4 | half | all | full | 5 | 6 | 7 | 8 |
|---|-----|-----|-----|-----|------|-----|------|-----|-----|-----|-----|
| No. of students' grades that were A's | 1 | 2 | 0 | 1 | 4 | 21 | 17 * | 6 | 1 | 5 | 5 |
| Percentage of students' grades that were A's | 6% | 10% | 0% | 6% | 6% | 14% | 22% | 30% | 5% | 25% | 26% |
| No. of students' grades that were B's | 13 | 4 | 3 | 6 | 26 | 55 | 29 | 7 | 9 | 7 | 6 |
| Percentage of students' grades that were B's | 76% | 20% | 21% | 35% | 38% | 38% | 37% | 35% | 47% | 35% | 32% |
| No. of students' grades that were C's | 3 | 8 | 8 | 4 | 23 | 43 | 20 | 5 | 4 | 6 | 5 |
| Percentage of students' grades that were C's | 18% | 40% | 57% | 24% | 34% | 29% | 26% | 25% | 21% | 30% | 26% |
| No. of students' grades that were P's | 0 | 3 | 0 | 0 | 3 | 5 | 2 | 0 | 1 | 1 | 0 |
| Percentage of students' grades that were P's | 0% | 15% | 0% | 0% | 4% | 3% | 3% | 0% | 5% | 5% | 0% |
| No. of students' grades that were D's | 0 | 3 | 3 | 2 | 8 | 14 | 6 | 1 | 4 | 0 | 1 |
| Percentage of students' grades that were D's | 0% | 15% | 21% | 12% | 12% | 10% | 8% | 5% | 21% | 0% | 5% |
| No. of students' grades that were F's | 0 | 0 | 0 | 4 | 4 | 8 | 4 | 1 | 0 | 1 | 2 |
| Percentage of students' grades that were F's | 0% | 0% | 0% | 24% | 6% | 5% | 5% | 5% | 0% | 5% | 11% |
| No. of students' reading in PrePrimer | 9 | 16 | 6 | 9 | 40 | 72 | 32 | 11 | 13 | 2 | 6 |
| Percentage of students' reading in PrePrimer | 53% | 80% | 43% | 53% | 59% | 49% | 41% | 55% | 68% | 10% | 32% |
| No. of students' reading in Primer | 8 | 3 | 8 | 8 | 27 | 70 | 43 | 9 | 6 | 18 | 10 |
| Percentage of students' reading in Primer | 47% | 15% | 57% | 47% | 40% | 48% | 55% | 45% | 32% | 90% | 53% |
| No. of students' reading in First Reader | 0 | 1 | 0 | 0 | 1 | 4 | 3 | 0 | 0 | 0 | 3 |
| Percentage of students' reading in First Reader | 0% | 5% | 0% | 0% | 1% | 3% | 4% | 0% | 0% | 0% | 16% |
| Language | | | | | | | | | | | |
| No. of students' grades that were A's | 2 | 1 | 0 | 2 | 5 | 25 | 20 * | 5 | 2 | 4 | 9 |
| Percentage of students' grades that were A's | 12% | 5% | 0% | 12% | 7% | 17% | 26% | 25% | 11% | 20% | 47% |
| No. of students' grades that were B's | 8 | 3 | 4 | 3 | 18 | 43 | 25 | 8 | 6 | 8 | 3 |
| Percentage of students' grades that were B's | 47% | 15% | 29% | 18% | 26% | 29% | 32% | 40% | 32% | 40% | 16% |
| No. of students' grades that were C's | 5 | 13 | 8 | 7 | 33 | 53 | 20 | 3 | 7 | 7 | 3 |
| Percentage of students' grades that were C's | 29% | 65% | 57% | 41% | 49% | 36% | 26% | 15% | 37% | 35% | 16% |
| No. of students' grades that were P's | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of students' grades that were P's | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| No. of students' grades that were D's | 1 | 3 | 2 | 3 | 9 | 17 | 8 | 1 | 4 | 1 | 2 |
| Percentage of students' grades that were D's | 6% | 15% | 14% | 18% | 13% | 12% | 10% | 5% | 21% | 5% | 11% |
| No. of students' grades that were F's | 1 | 0 | 0 | 2 | 3 | 8 | 5 | 3 | 0 | 0 | 2 |
| Percentage of students' grades that were F's | 6% | 0% | 0% | 12% | 4% | 5% | 6% | 15% | 0% | 0% | 11% |

*Statistical difference

| Health | 1 | 2 | 3 | 4 | half | all | full | 5 | 6 | 7 | 8 |
|--|-----|-----|-----|-----|------|-----|------|-----|-----|-----|-----|
| No. of students' grades that were A's | 5 | 0 | 4 | 2 | 11 | 38 | 27* | 10 | 2 | 7 | 8 |
| Percentage of students' grades that were A's | 29% | 0% | 29% | 12% | 16% | 26% | 35% | 50% | 11% | 35% | 42% |
| No. of students' grades that were B's | 10 | 7 | 6 | 4 | 27 | 59 | 32 | 6 | 9 | 12 | 5 |
| Percentage of students' grades that were B's | 59% | 35% | 43% | 24% | 40% | 40% | 41% | 30% | 47% | 60% | 26% |
| No. of students' grades that were C's | 1 | 13 | 4 | 11 | 29 | 44 | 15 | 1 | 8 | 1 | 5 |
| Percentage of students' grades that were C's | 6% | 65% | 29% | 65% | 43% | 30% | 19% | 5% | 42% | 5% | 26% |
| No. of students' grades that were P's | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of students' grades that were P's | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| No. of students' grades that were D's | 1 | 0 | 0 | 0 | 1 | 5 | 4 | 3 | 0 | 0 | 1 |
| Percentage of students' grades that were D's | 6% | 0% | 0% | 0% | 1% | 3% | 5% | 15% | 0% | 0% | 5% |
| No. of students' grades that were F's | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of students' grades that were F's | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

Math

| | | | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| No. of students' grades that were A's | 1 | 1 | 0 | 2 | 4 | 29 | 25* | 7 | 3 | 6 | 9 |
| Percentage of students' grades that were A's | 6% | 5% | 0% | 12% | 6% | 20% | 32% | 35% | 16% | 30% | 47% |
| No. of students' grades that were B's | 11 | 9 | 4 | 5 | 29 | 58 | 29 | 8 | 9 | 7 | 5 |
| Percentage of students' grades that were B's | 65% | 45% | 29% | 29% | 43% | 40% | 37% | 40% | 47% | 35% | 26% |
| No. of students' grades that were C's | 5 | 7 | 10 | 9 | 31 | 48 | 17 | 4 | 5 | 6 | 2 |
| Percentage of students' grades that were C's | 29% | 35% | 71% | 53% | 46% | 33% | 22% | 20% | 26% | 30% | 11% |
| No. of students' grades that were P's | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 |
| Percentage of students' grades that were P's | 0% | 10% | 0% | 0% | 3% | 1% | 0% | 0% | 0% | 0% | 0% |
| No. of students' grades that were D's | 0 | 1 | 0 | 1 | 2 | 8 | 6 | 0 | 2 | 1 | 3 |
| Percentage of students' grades that were D's | 0% | 5% | 0% | 6% | 3% | 5% | 8% | 0% | 11% | 5% | 16% |
| No. of students' grades that were F's | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 |
| Percentage of students' grades that were F's | 0% | 0% | 0% | 0% | 0% | 1% | 1% | 5% | 0% | 0% | 0% |

*Statistical difference

| Social Studies | 1 | 2 | 3 | 4 | half | all | full | 5 | 6 | 7 | 8 |
|--|-----|-----|-----|-----|------|-----|------|-----|-----|-----|-----|
| No. of students' grades that were A's | 2 | 0 | 0 | 2 | 4 | 24 | 20* | 8 | 2 | 2 | 8 |
| Percentage of students' grades that were A's | 12% | 0% | 0% | 12% | 6% | 16% | 26% | 40% | 11% | 10% | 42% |
| No. of students' grades that were B's | 13 | 5 | 5 | 4 | 27 | 61 | 34 | 9 | 8 | 12 | 5 |
| Percentage of students' grades that were B's | 76% | 25% | 36% | 24% | 40% | 42% | 44% | 45% | 42% | 60% | 26% |
| No. of students' grades that were C's | 2 | 15 | 9 | 10 | 36 | 58 | 22 | 3 | 9 | 5 | 5 |
| Percentage of students' grades that were C's | 12% | 75% | 64% | 59% | 53% | 40% | 28% | 15% | 47% | 25% | 26% |
| No. of students' grades that were P's | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of students' grades that were P's | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| No. of students' grades that were D's | 0 | 0 | 0 | 1 | 1 | 3 | 2 | 0 | 0 | 1 | 1 |
| Percentage of students' grades that were D's | 0% | 0% | 0% | 6% | 1% | 2% | 3% | 0% | 0% | 5% | 5% |
| No. of students' grades that were F's | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of students' grades that were F's | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| <hr/> | | | | | | | | | | | |
| Science | | | | | | | | | | | |
| No. of students' grades that were A's | 5 | 0 | 0 | 2 | 7 | 29 | 22* | 9 | 2 | 3 | 8 |
| Percentage of students' grades that were A's | 29% | 0% | 0% | 12% | 10% | 20% | 28% | 45% | 11% | 15% | 42% |
| No. of students' grades that were B's | 9 | 5 | 4 | 4 | 22 | 51 | 29 | 8 | 7 | 9 | 5 |
| Percentage of students' grades that were B's | 53% | 25% | 29% | 24% | 32% | 35% | 37% | 40% | 37% | 45% | 26% |
| No. of students' grades that were C's | 2 | 15 | 10 | 10 | 37 | 60 | 23 | 2 | 9 | 7 | 5 |
| Percentage of students' grades that were C's | 12% | 75% | 71% | 59% | 54% | 41% | 29% | 10% | 47% | 35% | 26% |
| No. of students' grades that were P's | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of students' grades that were P's | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| No. of students' grades that were D's | 0 | 0 | 0 | 1 | 1 | 5 | 4 | 1 | 1 | 1 | 1 |
| Percentage of students' grades that were D's | 0% | 0% | 0% | 6% | 1% | 3% | 5% | 5% | 5% | 5% | 5% |
| No. of students' grades that were F's | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Percentage of students' grades that were F's | 6% | 0% | 0% | 0% | 1% | 1% | 0% | 0% | 0% | 0% | 0% |

*Statistical difference

CONCLUSIONS AND RECOMMENDATIONS

The second year of the full-day kindergarten pilot has been very successful. The program was implemented as designed at four new pilot sites. Experimental and control groups were again well matched so that the effect of the longer school day could be objectively evaluated.

Attitudinal information gathered through questionnaires from this year's parents, aides and professional staff substantiates many of the perceptions indicated last year. The kindergarten curriculum was again recognized as an obvious strength of the kindergarten program. Additional time to implement the curriculum and relieve the pressure of getting everything accomplished was considered an advantage by all groups involved. The three groups surveyed recommended expansion of the full-day program.

Additionally, as part of the follow-up component of the evaluation design, first grade teachers and principals of students from last year's pilot were surveyed. As a group, they found first graders from the full-day population generally better prepared for first grade. They adjusted much more easily to the routine of the first grade program.

Kindergarten achievement as determined by the February, 1984 report cards again showed more satisfactory performance for full-day students. Most noteworthy is the fact that first graders who experienced the full-day kindergarten program last year showed significantly more frequent excellent achievement in all academic subject areas than first graders from the half-day kindergarten program. More "A's" were received by the former group in reading, language, math, health, social studies and science. Also a larger percentage of first graders from full-day kindergarten were reading in a Primer which is an indication that a larger number of students from this group are reading in top reading groups. This

prolonged more successful achievement by first graders from the full-day kindergarten program lends evidence to the assumption that a longer school day in kindergarten allowed more "mastery" learning and retention which contributed to success in first grade.

Based on the findings in this report the committee reaffirms its commitment to full-day kindergarten and wholeheartedly supports the Board of Education's resolution to phase-in the program as economically feasible over a four year period.